MIDDLESEX
Community College
BEDFORD • LOWELL

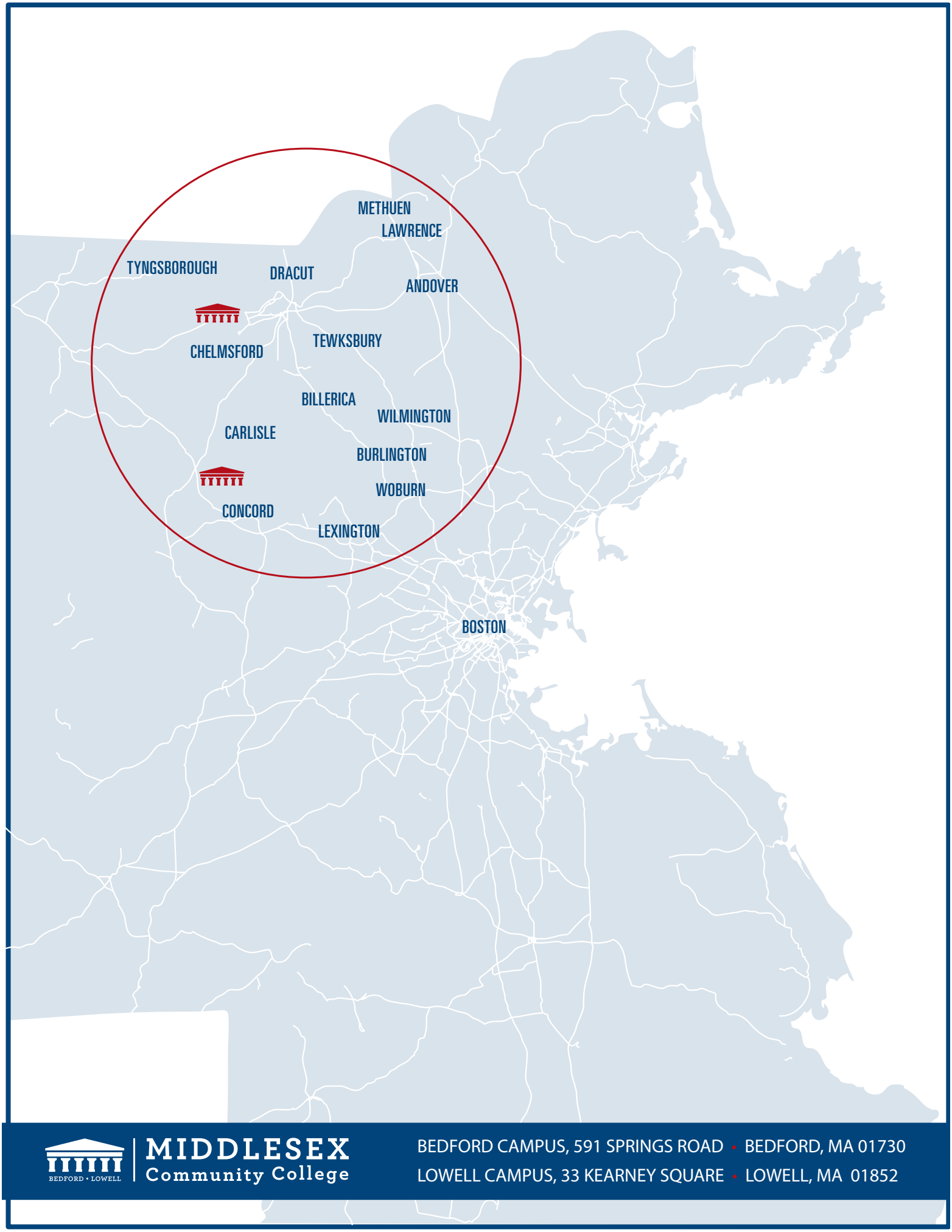
EVERYONE TEACHES, EVERYONE LEARNS.

NEASC 2014

Accreditation Self-Study

Submitted September 2014

Prepared for a Comprehensive Evaluation of the College by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges.



MIDDLESEX Community College
BEDFORD • LOWELL

BEDFORD CAMPUS, 591 SPRINGS ROAD • BEDFORD, MA 01730
LOWELL CAMPUS, 33 KEARNEY SQUARE • LOWELL, MA 01852

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INSTITUTIONAL CHARACTERISTICS FORM

Institutional Characteristics Form **Revised September 2009**

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

Date: **July 1, 2014**

1. Corporate name of institution: **Middlesex Community College**
2. Date institution was chartered or authorized: **1968**
3. Date institution enrolled first students in degree programs: **1970**
4. Date institution awarded first degrees: **1971**
5. Type of control:

Public

- ☑ State
- ☐ City
- ☐ Other (Specify)

Private

- ☐ Independent, not-for-profit
- ☐ Religious Group (Name of Church)
- ☐ Proprietary
- ☐ Other: (Specify)

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

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

7. Level of postsecondary offering (check all that apply)

- ☑ Less than one year of work
- ☑ At least one but less than two years professional degree
- ☑ 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
- ☑ Other Training Programs for baccalaureate degree holders
- ☐ First professional degree
- ☐ Master's and/or work beyond the first
- ☐ 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 doctoral programs

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

- ☑ Occupational training at the crafts/ clerical level (certificate or diploma)
- ☑ Occupational training at the technical or semi-professional level (degree)
- ☑ Two-year programs designed for full transfer to a baccalaureate degree
- ☑ Liberal arts and general
- ☑ Teacher preparatory
- ☐ Professional
- ☐ Other

9. The calendar system at the institution is:

☑ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate **15** credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	3619		3619
Part-time student headcount	6083		6083
Total	9702		9702
FTE	**5778**		**5778**

b) Number of students (headcount) in non-credit, short-term courses: **13,254**

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Dental Assisting	Commission on Dental Accreditation of the American Dental Association (CODA)	1972	2009	2016
Dental Hygiene	CODA	1974	2009	2016
Dental Laboratory Technician	CODA	1976	2014	2016
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	1990	2012	2022
Medical Assisting	Commission on Accreditation of Allied Health Programs (CAAHEP)		2006	2016
Nursing	Accreditation Commission for Education in Nursing (ACEN)	1980	2006	2014
Radiologic Technology	Joint Review Committee on Education in Radiology Technology	1971	2012	2014

13. Off-campus locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
A. In-state Locations	NA	NA	NA
B. Out-of-state Locations	NA	NA	NA

14. International Locations:

Name of program(s)	Location	Headcount
		NA

15. Degrees and certificates offered 50% or more electronically:

For each degree or Title IV-eligible certificate, indicate the level (certificate, associate, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year.

Name of program	Degree level	% on-line	FTE
Business Administration – Accounting	Associate	100%	75
Business Administration Career	Associate	100%	180
Business Administration Transfer*	Associate	100%	593
Business Administration Transfer Accelerated*	Associate	50%	0
Computer Forensics	Associate	50%	33
Computer Forensics	Certificate	50%	2
Computer Science Transfer	Associate	50%	149
Computerized Accounting	Certificate	100%	3
Criminal Justice*	Associate	50%	1
Criminal Justice – Administration of Justice *	Associate	100%	30
Criminal Justice – Law Enforcement*	Associate	100%	116
Criminal Justice Transfer*	Associate	100%	191
Culinary Arts	Associate	50%	29
Dental Assisting	Associate	50%	20
Early Childhood Accelerated	Associate	50%	0
Early Childhood Education Transfer	Associate	50%	8
Early Childhood Education	Associate	50%	81
Energy Utility Technology	Associate	50%	6
Entrepreneurship in Small Business Management	Certificate	100%	5
Fashion Merchandising	Associate	50%	29
Fire Protection and Safety Technology*	Associate	100%	59
Hospitality Management	Associate	100%	44

Hospitality Management	Certificate	100%	0
Human Services	Associate	50%	62
Human Services - Transfer	Associate	50%	55
Law Enforcement	Associate	50%	2
Liberal Arts – English Literature Concentration	Associate	50%	8
Liberal Arts – Fine and Performing Arts – Fine Arts	Associate	50%	14
Liberal Arts and Sciences	Associate	100%	844
Liberal Arts and Sciences - Communications	Associate	50%	103
Liberal Arts and Sciences, Fine & Performing Arts Gen	Associate	50%	10
Liberal Arts and Sciences – Fine Arts Music	Associate	50%	22
Liberal Arts and Sciences – Fine Arts Theater	Associate	50%	15
Liberal Arts and Sciences – Global Studies	Associate	50%	25
Liberal Arts and Sciences – Life Science	Associate	50%	118
Liberal Arts and Sciences – Physical Science	Associate	50%	29
Liberal Arts and Sciences – Psychology	Associate	100%	279
Liberal Arts Social Science	Associate	50%	1
Liberal Arts World Languages	Associate	50%	13
Liberal Arts –Global Studies- Chinese Studies Option	Associate	50%	15
Liberal Studies	Associate	100%	2
Liberal Studies	Associate	100%	870
Liberal Studies – Aviation Maintenance	Associate	50%	5
Liberal Studies - Paralegal	Associate	50%	10
Liberal Studies – Studio Arts	Associate	50%	20
Liberal Studies – Environmental Health	Associate	50%	24
Liberal Studies – Paralegal Transfer	Associate	50%	23
Liberal Studies: Performing Arts Music	Associate	50%	17
Liberal Studies: Performing Arts Theater	Associate	50%	43
Liberal Studies: Information Technology–General	Associate	50%	17
Liberal Studies: Information Technology-Transfer	Associate	50%	10
Medical Assisting	Associate	50%	2
Office Systems and Administration	Associate	50%	6
Paralegal Studies	Certificate	50%	11
Studio Arts	Associate	50%	1
Studio Arts	Certificate	50%	2
Travel Services Management	Certificate	100%	5

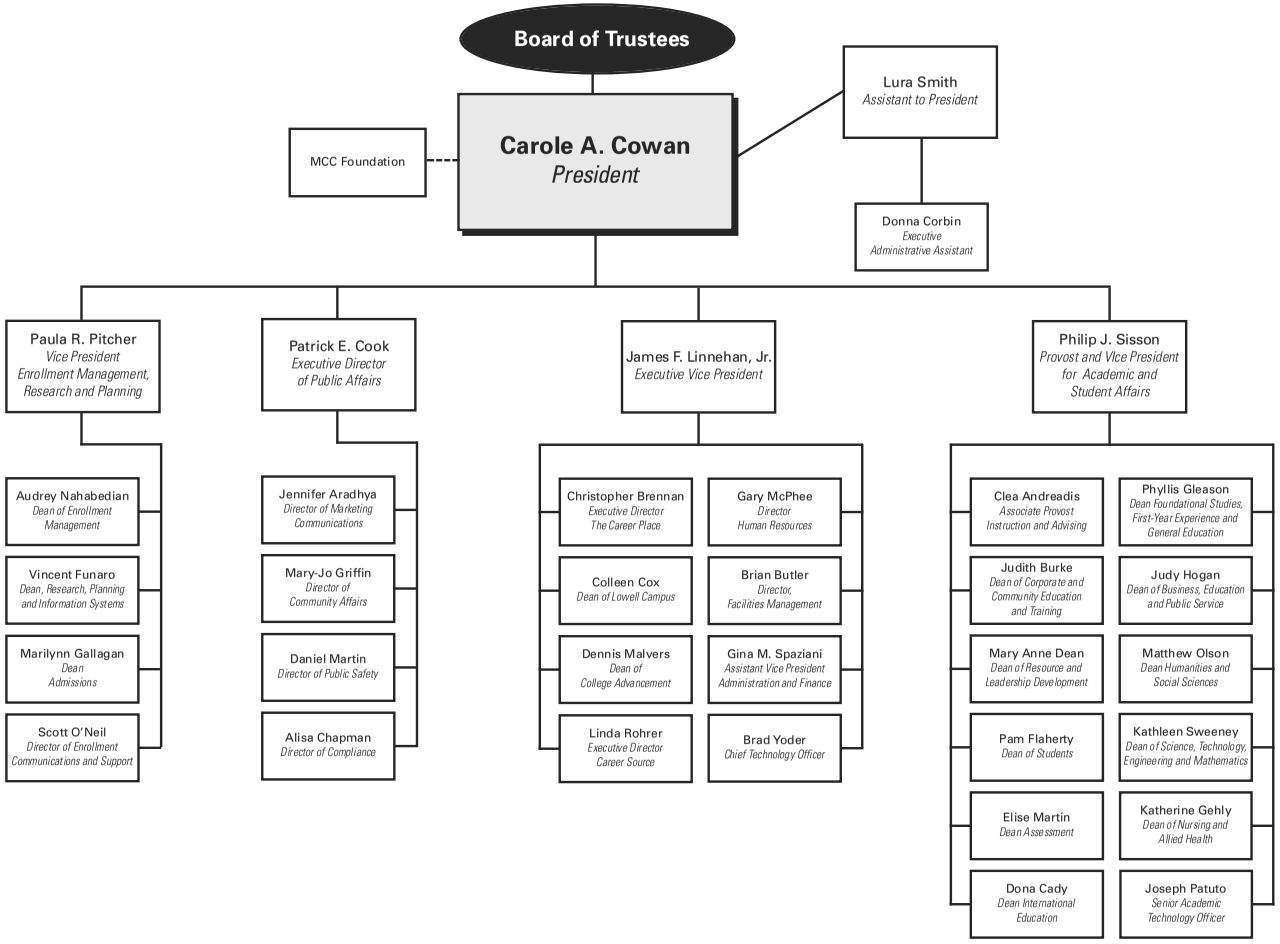
*May include on campus lab.

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. NONE

17. List by name and title the chief administrative officers of the institution.

CHIEF INSTITUTIONAL OFFICERS

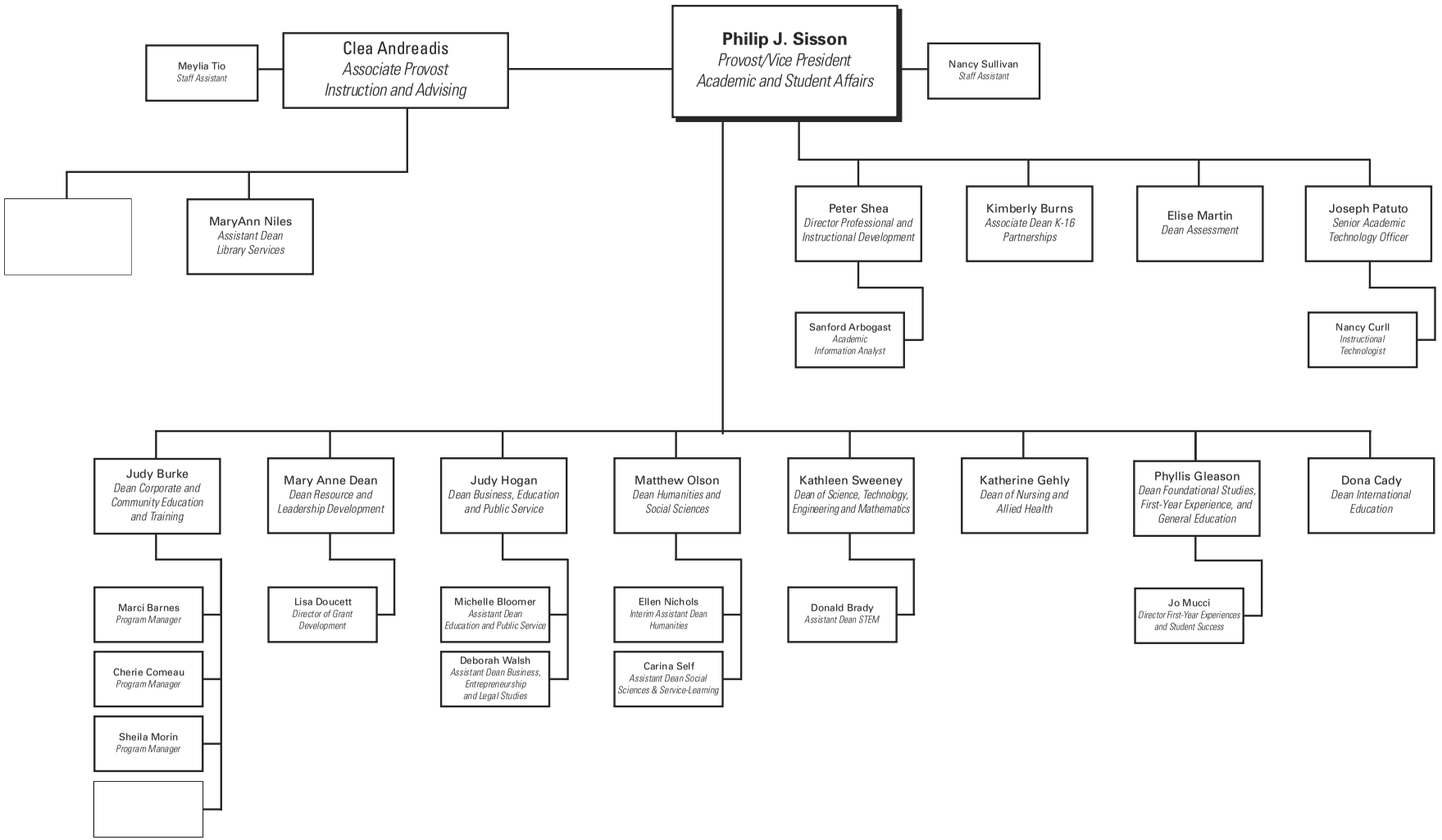
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Royall M. Mack, Sr.	Chairperson	2013
President/CEO	Carole A. Cowan	President	1991
Chief Financial Officer	James F. Linnehan Jr.	Executive Vice President	2007
Chief Academic Officer	Philip J. Sisson	Provost and Vice President of Academic and Student Affairs	2010
Deans of Schools and Colleges			
	Kathleen Sweeney	Dean of Science, Technology, Engineering and Mathematics	2014
	Matthew Olson	Dean of Humanities and Social Sciences	2010
	Judith Hogan	Dean of Business, Education and Public Service	2010
	Katherine Gehly	Dean of Nursing and Allied Health	2014
	Judith Burke	Dean of Workforce, Community Education and Training	2007
Budget Director	Gina Spaziani	Assistant Vice President of Administration and Finance	2013
Chief Student Services Officer	Pamela Flaherty	Dean of Students	2004
Planning	Paula R. Pitcher	Vice President, Enrollment, Research and Planning	2013
Institutional Research	Paula R. Pitcher	Vice President, Enrollment, Research and Planning	2013
Assessment	Elise Martin	Dean of Assessment	2012
Development	Dennis Malvers	Dean of College Advancement	2008
Library	MaryAnn Niles	Assistant Dean of Library Services	2004
Chief Information Officer	Brad Yoder	Chief Technology Officer	2011
Continuing Education	Judith Burke	Dean of Workforce, Community Education and Training	2007
Grants/Research	Mary Anne Dean	Dean for Professional and Resource Development	2003
Admissions	Marilynn Gallagan	Dean of Admissions	2006
Registrar	Daniel Moynihan	Registrar	2012
Financial Aid	Chris Fiori	Director of Student Financial Services	2007
Public Relations	Patrick Cook	Executive Director of Public Affairs	2012
Alumni Affairs	Dennis Malvers	Dean of College Advancement	2008
Campus Manager	Colleen Cox	Dean of the Lowell Campus	2007
	Gary McPhee	Director of Human Resources	1981


Board of Trustees
Carole A. Cowan
President
MCC Foundation
Lura Smith
Assistant to President
Donna Corbin
Executive Administrative Assistant
Paula R. Pitcher
Vice President Enrollment Management, Research and Planning
Audrey Nahabedian
Dean of Enrollment Management
Vincent Funaro
Dean, Research, Planning and Information Systems
Marilynn Gallagan
Dean Admissions
Scott O'Neil
Director of Enrollment Communications and Support
Patrick E. Cook
Executive Director of Public Affairs
Jennifer Aradhya
Director of Marketing Communications
Mary-Jo Griffin
Director of Community Affairs
Daniel Martin
Director of Public Safety
Alisa Chapman
Director of Compliance
James F. Linnehan, Jr.
Executive Vice President
Christopher Brennan
Executive Director The Career Place
Colleen Cox
Dean of Lowell Campus
Dennis Malvers
Dean of College Advancement
Linda Rohrer
Executive Director Career Source
Gary McPhee
Director Human Resources
Brian Butler
Director, Facilities Management
Gina M. Spaziani
Assistant Vice President Administration and Finance
Brad Yoder
Chief Technology Officer
Philip J. Sisson
Provost and Vice President for Academic and Student Affairs
Clea Andreadis
Associate Provost Instruction and Advising
Judith Burke
Dean of Corporate and Community Education and Training
Mary Anne Dean
Dean of Resource and Leadership Development
Pam Flaherty
Dean of Students
Elise Martin
Dean Assessment
Dona Cady
Dean International Education
Phyllis Gleason
Dean Foundational Studies, First-Year Experience and General Education
Judy Hogan
Dean of Business, Education and Public Service
Matthew Olson
Dean Humanities and Social Sciences
Kathleen Sweeney
Dean of Science, Technology, Engineering and Mathematics
Katherine Gehly
Dean of Nursing and Allied Health
Joseph Patuto
Senior Academic Technology Officer

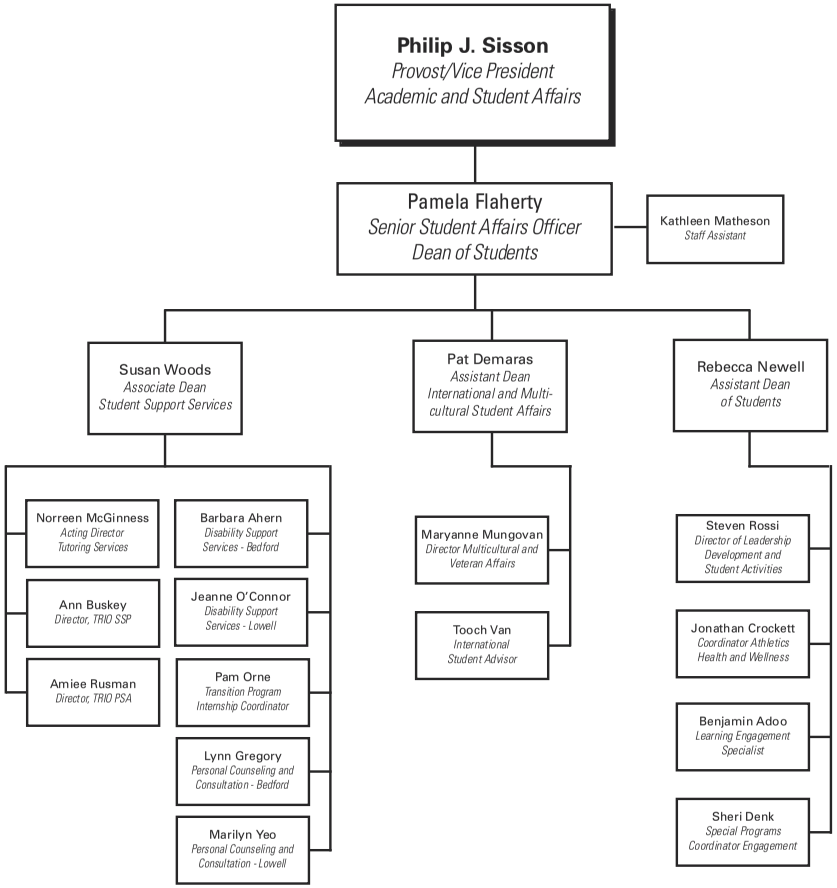
revised 8/14

MIDDLESEX Community College

Academic Affairs



Student Affairs



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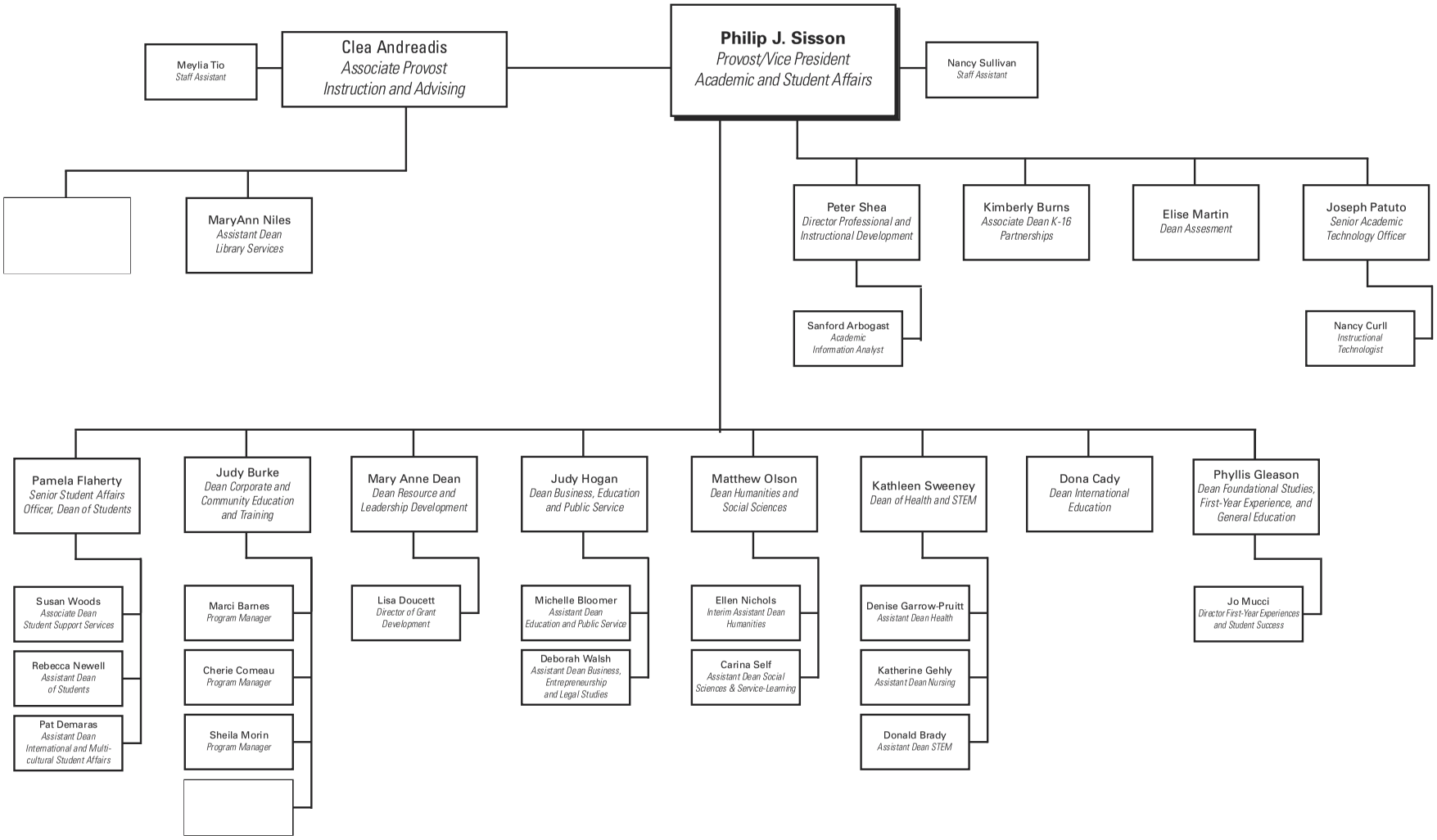
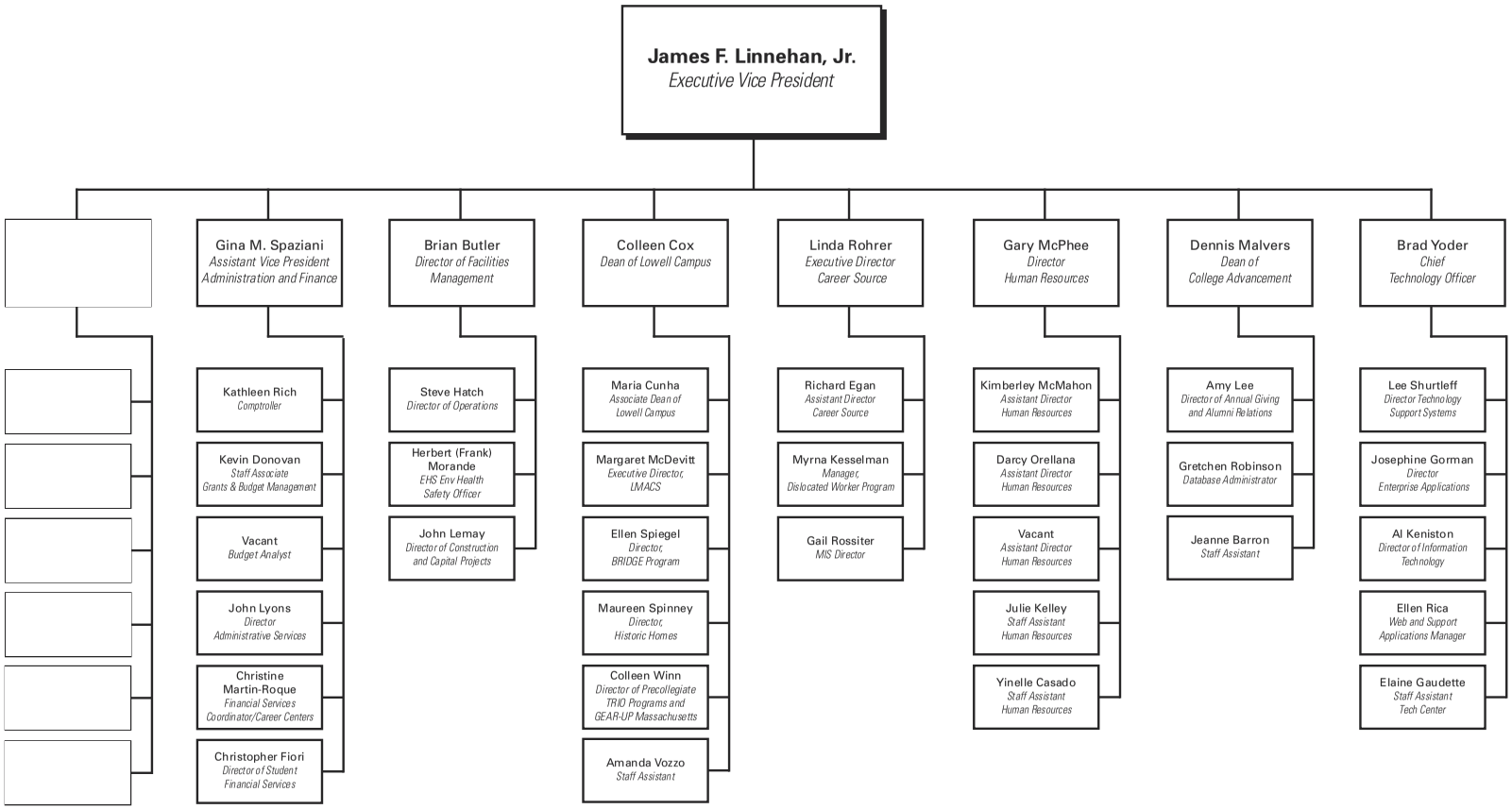
MIDDLESEX Community College

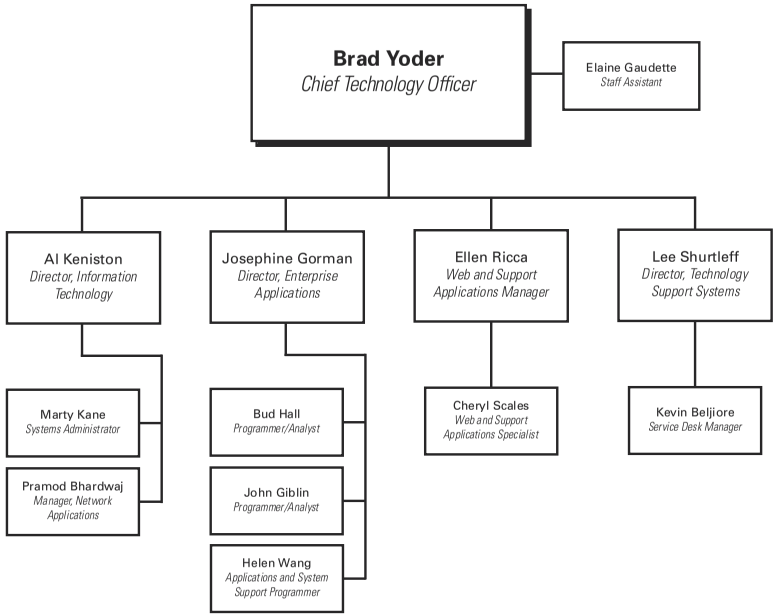
Academic Affairs/Student Affairs



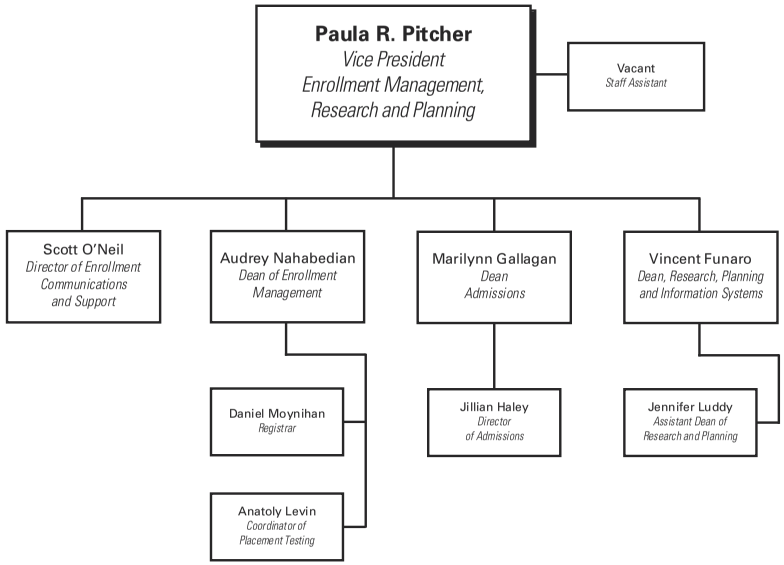
Administration and Finance

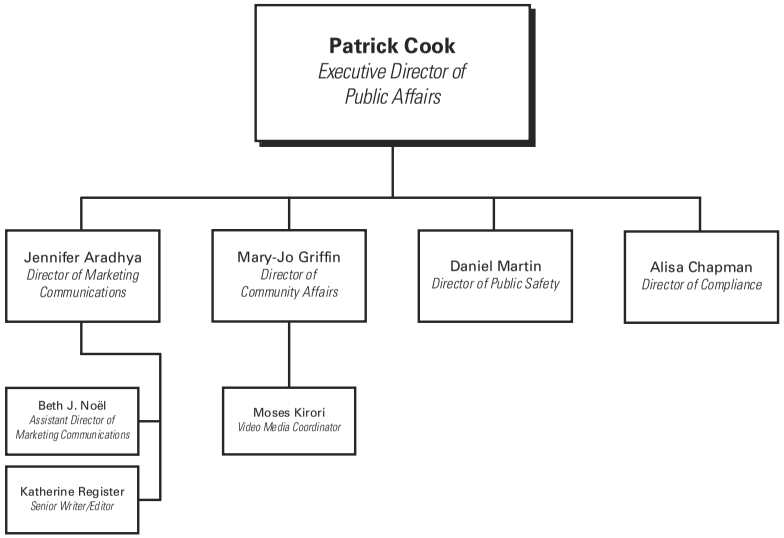


Technology Center



Enrollment Management Research and Planning




Patrick Cook
Executive Director of Public Affairs
Jennifer Aradhya
Director of Marketing Communications
Mary-Jo Griffin
Director of Community Affairs
Daniel Martin
Director of Public Safety
Alisa Chapman
Director of Compliance
Beth J. Noël
Assistant Director of Marketing Communications
Katherine Register
Senior Writer/Editor
Moses Kirori
Video Media Coordinator

19. Record briefly the central elements in the history of the institution:

Year	Element of History
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 Middlesex Community College faculty and staff.

2000	• MCC Foundation purchases (and saves) Billerica's historic Stoker House (to be renovated and renamed Middlesex Meetinghouse)
2002	• 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	• Middlesex Meeting House, the college's second foundation property, opens in Billerica. • 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 noncredit coursework. • Middlesex & Salem State College partner to offer bachelor's degree-completion programs • MCC receives a three-year, $111,000 federal grant from Learn and Serve America to create the Lowell Civic Collaborative • Middlesex selected one of only 13 U.S. community colleges as a model of exemplary civic engagement by Campus Compact
2004	• Federal Building opens on Lowell campus
2005	• MCC's Program on Homeland Security launched • Middlesex awarded a $145,000, two-year Title VI-A U.S. Department of Education grant to enable faculty members to teach about pluralism within Islam
2006	• MCC Foundation's Annual Fund launched • Middlesex named to President's Higher Education Community Service Honor Roll (and has been every year since)
2007	• MCC selected to participate in AAC&U's Core Commitments Leadership Consortium
2008	• Veteran's Resource Center established • Middlesex receives $190,000 Emergency Management for Higher Education (EMHE) Grant from the U.S. Department of Education • MCC receives Title III Grant to implement *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement* from the U.S. Department of Education • Lowell's historic Boston & Maine Railroad Depot Building acquired
2009	• Middlesex awarded $25,000 grant from Civic Ventures and MetLife Foundation to design/implement program to help adults (age 50+) prepare for "encore careers" in community-college teaching • MCC awarded $90,000 grant from U.S. Department of Education to develop Online Success Center for Adult Learners
2010	• MCC Biotechnology Programs receive Gold Level designation by the Massachusetts Life Science Education Consortium • Middlesex named a Military Friendly School by G.I. Jobs (and has retained designation since) • MCC chosen by AACU to participate in national student success initiative funded by MetLife, one of 12 "Roadmap to Success" community colleges

2011	• Middlesex launches entrepreneurship initiative with technical colleges in Morocco
2012	• MCC selected by AAC&U and The Democracy Commitment to take lead in Bridging Cultures initiative to promote civic learning
2013	• State pledges $11 million to turn Boston & Maine Railroad Depot into Academic Arts Center on Lowell campus • Middlesex awarded a two-year, $40,000 grant from the National Endowment for the Arts (NEA) for Cambodian Kiln Project • Middlesex opens two new clinical laboratories on Lowell campus through grant from MA Community College & Workforce Development Transformation Agenda. • MCC and Northern Essex CC sign international-education articulation agreement with Bath Spa University (BSU) in Bath, England.
2014	• MCC awarded $3 million capital grant to build new biotechnology facility from Massachusetts Life Sciences Center • $10 million capital bond bill to support new building on Lowell campus • President Carole Cowan announces her retirement • Presidential Search Committee formed

TABLE OF CIHE ACTIONS

Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter: November 17, 2009

Summary of CIHE Actions, Items of Special Attention, or Concern	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Self-Study Page #
Assessing the effectiveness of the institution's revised program review process.	While the program review process includes a strengthened emphasis on the assessment of student learning with the majority of program review completed, the college should provide a full explanation of what it has learned as it completes a full round of program reviews.	Standard 4 - The Academic Program 4.9; 4.48	20, 21, 22, 27, 51, 57, 64, 66, 67, 101, 117, 138
Achieving its goals for the diversity of adjunct faculty.	Demonstrate the college's efforts to increase the diversity of part-time faculty as directed by the college's goals.	Standard 5 – Faculty 5.4	78, 79, 84, 85
Expanding support for student services in response to the growing full-time student population.	Since the Title III grant contributed to increased student support, explain how the college will continue to sustain this commitment when the grant is completed.	Standard 6 – Students 6.8	99, 104, 106, 139
Increasing revenue from external sources.	The college has been successful in securing external funding as the budget allocation from the State has decreased, the college should explain its success with the continued development of the annual fund, and with grants from private foundations, businesses, corporations, and state and federal agencies.	Standard 9 – Financial Resources 9.1; 9.2; 9.9	45, 46, 49, 59, 60, 66, 95, 100, 105, 106, 135, 137, 138, 139, 140

Institutional Overview

MIDDLESEX Community College
BEDFORD · LOWELL

INTRODUCTION

In anticipation of the November 2014 reaccreditation visit from the New England Association of Schools and Colleges (NEASC), a group of Middlesex Community College administrators and faculty took part in a two-day self-study workshop to begin planning for this process in the fall of 2012. Lessons learned at the workshop framed the agenda of an orientation for the 24 co-chairs in January 2013 on the narrative and data requirements of the 11 self-study standards. Subsequently, a kick-off was held in February 2013 to introduce more than 110 committee participants (drawn from the faculty, professional staff, classified staff, and administration) to their standards and to the leadership teams.

Each standard committee met bimonthly during the spring 2013 semester to contribute to the emerging narratives and to lay the foundation for the appraisal and projection portions of each standard. The Steering Committee comprised of the co-chairs of the 11 standards and ex-officio members, met five times to support each committee's progress, and to streamline data requests. Steering Committee Leaders (including the Provost, Associate Provost, and a faculty member) met with individual committees upon request. A Blackboard site was established to facilitate exchange of information among committee members. General announcements, minutes of meetings, and document drafts were uploaded to the site. Also included are the DataFirst Forms and S-1 Series mandated by NEASC. The Blackboard site will also serve as an electronic component of the NEASC visiting team's workroom.

In May 2013, the co-chairs of each standard committee presented the highlights of their group's findings. These findings provided the basis of the first draft of the descriptive portion of the self-study, written over the summer of 2013 by a select team of writers.

In the fall of 2013, standard committees met regularly to draft the appraisal portion of the self-study, developing a list of institutional strengths and challenges for their respective standards. The Steering Committee met monthly to assess the progress of the self-study.

The appraisal sections were submitted to the self-study's writers at the beginning of the fall 2013 semester. In February and March 2014, four open forums, two on each campus, were conducted to allow all college employees to offer feedback on the self-study's narrative and appraisal sections. Steering Committee Leaders then met with the college's senior administration to address the identified challenges and draft the projections section of the self-study.

In August of 2014, a press release announcing the Public Notice of MCC's upcoming accreditation review visit by NEASC was distributed to local media sources and posted on the college's homepage. On Sept. 5, 2014, a Public Notice of MCC's upcoming accreditation review visit by NEASC was placed in the area's largest local newspaper.

Self-Study Steering Committee Leaders

Philip J. Sisson
Provost and Vice President of Academic & Student Affairs

Clea T. Andreadis
Associate Provost

Peyton Paxson
Professor, Criminal Justice

Standard Committees

Standard 1 – Mission and Purposes

Ron Brevard, Co-chair	Pat Bruno	Ellen Nichols
Rebecca Newell, Co-chair	Darcy Orellana	John Espinosa
Meagan Phillips	Sandy Shapiro	Vandara Chum
Peter Shea	Lisa Doucette	Phyllis Gleason

Standard 2 – Planning and Evaluation

Matthew Olson, Co-Chair	Louise Saladino-Kuhl	Shirley Salamone
Genevieve Green, Co-Chair	Tam Tran	Richard Frank
Patrick Fama	Cynthia Lynch	Halye Sugarman
Karen James	Marja-Leena Bailey	
Beth Fraser	Gretchen Robinson	

Standard 3 – Organization and Governance

Michelle Bloomer, co-chair	Melissa Welch	Marie Caruso
Michael Williamson, co-chair	Kaitlynn Malinowski	Jill Keller
Phil Mahler	Matt Sepe	
Ann Buskey	Margaret Loret	

Standard 4 – The Academic Program

Kevan Murphy, co-chair	Regina Goodwin	Carina Self
Audrey Nahabedian, co-chair	Jennifer Pisarik	Ellen Royalty
Mary Anne Dean, co-chair	Jesse Klein	Kristen Kennedy
Lauren Ellis, co-chair	Deborah Linnehan	Darlene Furdock
Elise Martin	Daniella Jackson	Diane Parcella
Lynda Pintrich	Jane Fain	Stacy Hubbard
Deborah Botker	Joanne Jaber Gauvin	Thomas Laughlin

Standard 5 – Faculty

Binnur Ercem, co-chair	Jane Wiggins	Gail Desrochers
Karen Townsend, co-chair	Kim Morrissey	Angela Rios
Aimee Rusman	Denise Marchionda	Ardella Montgomery
Linda Dart-Kathios	Dona Cady	
Dora Ottariano	Jo Mucci	

Standard Committees

Standard 6 – Students

Jennifer Aradhya, co-chair	Colleen Winn	Camille Brown
John Smith, co-chair	Maryann Ardell	Denise Garrow-Pruitt
Bert Engvall	Marilynn Gallagan	Barbara Noonan
Al Carosi	Noreen McGinness	Suzanne McHale
Nancy Quinn	Nancy Curll	Ryan Keen
Cassie DelCheccolo	Lisa Tuzzolo	Chunlei Gao
Sally Quast		

Standard 7 – Library and Other Information Resources

Maria Arambel, co-chair	Michael Kilkelly	Marianne Russell
Gina Spaziani, co-chair	John Lyons	Jean Cremins
Anahit Shahinian	Reggie Nichols	Virginia Barrelle
Jeanne O'Connor	Sylvia Yeung	

Standard 8 – Physical and Technical Resources

Vinnie Funaro, co-chair	Jonathan Crockett	Deb Walsh
Kate Sweeney, co-chair	Dan Moynihan	Maria Cunha
Pam Flaherty, co-chair	Judy Hogan	Don Brady
Katherine Gehly	Max Hallsett	Michael Rideout
Chris Commodore	Margie Swan	Adrienne Ray

Standard 9 – Financial Resources

Kim Burns, co-chair	Gary McPhee	Dennis Malvers
Colleen Cox, co-chair	Laurie Ranger	Pat Demaras
Amy Lee	John Femia	Sheila Morin
Anne Brouillette	Mark Friedman	Debra Bradley
Carmen Pagan		

Standard 10 – Public Disclosure

Judy Burke, co-chair	Elizabeth Noël	Ivette Caletz
Kathy Rich, co-chair	Sue Hunt	Pat Hunt
Lisa Gibson	Chris Fiore	Susan Woods
Katherine Register	Mary-Jo Griffin	Jillian Haley

Standard 11 – Integrity

Priscilla Eng, co-chair	Cherie Fisher	Lynn Gregory
Scott O'Neil, co-chair	Cathleen Twomey	James Dottin
Joe Patuto	Jeffrey Tejada	Kimberly Kinsella
Carol Henry		

INSTITUTIONAL OVERVIEW

As the tumultuous decade that was the 1960s wound to a close, members of the Massachusetts board of Community Colleges met to determine where the last pieces of a statewide community college system puzzle would fit into place. With 12 campuses already in place and with potential student needs in mind, the board was trying to determine the best geographic locations across the remainder of the state. Looking at a glaring gap in northern Middlesex County, the board settled on the colonial town of Bedford as one of the final sites to complete the picture, and on Valentine's Day, 1969, the Massachusetts Board of Regional Community Colleges voted to establish Middlesex Community College.

Forty-five years later, Middlesex Community College stands as one of the largest community colleges in the Massachusetts system, with campuses on both the suburban Bedford location, as well as in the heart of downtown Lowell, its urban locale. Today, Middlesex Community College serves approximately 13,000 students in over 70 degree and certificate programs each year.

As with any other institution, the progress of the college has been complex, but strong leadership, coupled with dedicated staff and faculty as well as critical legislative and community partnerships has allowed the college to flourish and innovate, not just in terms of its capital footprint, but with its strong academic and co-curricular programming, emphasis on global education and civic engagement, and its profile as a leader in workforce development in the region.

When the college first opened its doors, it was located in two buildings on the grounds of the Veterans Administration Hospital in Bedford. The offerings were adequate, but less than optimal. The college would operate out of those two buildings for more than 17 years, with Dr. James Houlihan Jr. serving as the college's first president.

As the college began exploring the possibility of acquiring space on the grounds of the nearby Marist Preparatory Seminary, it also began looking northward to an urban setting in the historic mill city of Lowell. Government leaders wanted the college to have a presence in the fourth largest city in Massachusetts, so plans were launched to run dual campuses for Middlesex.

In the midst of staking out permanent addresses in both Bedford and Lowell, the college's founding president announced his retirement, and was replaced by a member of former U.S. President Jimmy Carter's administration, Dr. Evan Dobelle, who joined the college in 1988.

Dr. Dobelle would be gone a little more than two years later, and would be replaced by a member of the college's academic team, former Business Division Chairwoman Dr. Carole Cowan, who had moved into an Administration and Finance role under Dr. Dobelle. Dr. Cowan was named the college's third president in September of 1990, and has served in that role ever since.

Under Dr. Cowan's leadership, Middlesex has focused on providing students with access to higher education, and developing programs and initiatives to help each student be successful. This has necessitated that members of the Middlesex Community College community collaborate and innovate to meet the challenges this work presents. The college's unofficial motto, "Everyone teaches, everyone learns," has become the embodiment of this shared focus.

Like many community colleges, Middlesex strives to improve its persistence and retention rates. With over 70% of all first-time students testing into one or more developmental courses, Middlesex Community College serves a highly underprepared student body.

In response, Middlesex Community College began its Title III Strengthening Institutions project – *Strategies for Success: Increasing Achievement, Persistence, and Engagement (SFS)* in October 2008. The goal of SFS is to significantly improve student retention and persistence through a group of initiatives designed to promote student engagement and success. In order to be successful, this ambitious project required the active participation of professionals from all sectors of the Middlesex Community College community. The results of this college-wide effort were impressive. In 2008, 73% of the fall first-time cohort persisted to spring; by fall 2012, we saw a 5% increase in persistence.

Through a number of additional student success focused initiatives, Middlesex Community College has made further strides in improving the persistence and retention of our students, and we are now shifting our focus to ensuring that all students complete their desired degree or credential. To that end, Middlesex Community College has embarked on an ambitious project designed to promote student success and completion. PACCT - *Pathways to Achievement, Completion, Career and Transfer* is a Massachusetts Performance Incentive Grant funded project that is based on the Complete College America GPS model. PACCT will provide students with a clear curriculum map that specifies which courses students take each semester along with milestone courses that need to be completed by a certain time in order to progress in the program and graduate on time. Additional institutional efforts in this area include the development of a peer tutoring and supplemental instruction academic support model, the embedding of high impact practices in the first 30 credits of a student's academic coursework and accelerated and contextualized developmental education.

While student success and academic rigor have always been cornerstones of Middlesex Community College's work, the college has also made engagements in its local and global communities an institutional priority. This work has included robust Service-Learning and civic engagement partnerships, as well as the creation of an active Global Studies program that has helped Middlesex Community College establish an international profile. Today, Middlesex Community College welcomes more than 200 international visitors annually, and is recognized for its training programs for foreign businesses, as well as multicultural training for local businesses. Middlesex Community College has worked on education programs with nearly 40 countries in Africa, Asia, Europe and republics of the former Soviet Union. Additionally, with the help of the Middlesex Community College Foundation, the college has been able to help provide international study experiences for dozens of students from the college, with learning opportunities in Northern Ireland, the Republic of Ireland, China, Belize, Italy, the Netherlands, Peru and Spain.

Middlesex Community College's Service-Learning and civic engagement work is equally diverse and robust. During the 2013-14 academic year, 1,100 students participated in Service-Learning and civic engagement activities, performing a total of 24,000 service hours. In fall 2013, 46 faculty in 41 different courses and 64 sections had students actively participating in Service-Learning. In spring 2014, 40 faculty in 33 different courses and 55 total sections had students actively participating in Service-Learning.

In 1995, Middlesex continued its community partnership efforts and established a charter school, the Lowell Middlesex Academy Charter School, which serves students who have left high school and are trying to re-enter the educational system. A year later, the college created another program intended to serve students with discipline problems, an alternative middle school known as B.R.I.D.G.E. – Beginnings, Respect, Independence, Diversity, Guidance and Education.

The college also chose a unique path to address workforce development needs when it opened the Career Place, one of the state's One-Stop Career Centers for job-seekers and employers. The Career Place, located in Woburn not far from the Bedford campus, serves more than 10,000 customers per

year. Two years ago, Middlesex opened another career center, Career Source in Cambridge, and that branch of workforce assistance has proven just as successful.

Throughout its development, Middlesex Community College has acquired the property and equipment needed to provide students with a high quality education. This has included a Health, Science and Technology Center on Middle Street in Lowell, and two historic homes, one in Billerica and one in Lowell. Additionally, during the past decade, the college has acquired two key properties to complement its urban campus – the Federal Building and the 138-year-old Boston and Maine Railroad Depot. Both properties were abandoned historic buildings the college acquired through the General Services Administration as surplus properties for use as educational facilities. The Federal Building was the former home of the United States Post Office, as well as a branch of Veterans Affairs, and is located directly across the street from the college's main City Building. It opened in 2004 and serves as the home of the college's library, as well as multiple academic classrooms, an art studio, and common meeting areas. In 2008, the college acquired the former B&M Railroad Depot, and is currently two years into a study and design plan that will help convert the property into the new home of the college's academic arts programs, including dance, music and theater. A Massachusetts higher education funding bill has earmarked $11 million to develop this property.

In addition to the Boston and Maine development, the college has received funding through the capital bond bill to build a new science and technology building on its Bedford campus, as well as another academic property to bolster its Lowell campus. This work has been actively supported by the college community as well as the Middlesex Community College Foundation.

Throughout its decades of growth, Middlesex Community College has endeavored to remain current with the needs of its workforce partners, as well as the economic development of the region. The college signed on as a founding member of the Middlesex 3 consortium, an economic development engine comprised of municipalities that line the Route 3 corridor. In 2004, the college welcomed the Lowell Police Academy to its Lowell campus and has helped provide training to nearly 1,000 police officers from more than two dozen communities throughout the Commonwealth. Created within the last decade, the college's Homeland Security Program has emerged as a leader in training programs for first responders, including a unique partnership with the U.S. Transportation Safety Administration.

A weekly radio program, as well as a television show, were added in recent years to help promote the college's community message. Multiple leadership training programs for students have been created in the past five years to create career and development tracks for student groups. The college has begun extensively using social media campaigns to promote student success, as well as to deliver college communication to its partners. The college has been using text messaging since 2009 to communicate emergency information to its students, staff and faculty.

On June 17, 2014, after working at the college for 38 years – the last 24 as president – Carole Cowan announced her retirement, effective at the end of the calendar year. The Board of Trustees formed a Presidential Search Committee in July.

As we look forward to celebrating our 50th anniversary in the not so distant future, Middlesex Community College stands poised for continued success in "meeting the evolving educational, civic and workforce needs of our local and global communities."

GENERAL INFORMATION

Institution Name:		Middlesex Community College		
OPE ID:				
			Annual Audit	
	Yes		Certified:	Qualified
Financial Results for Year Ending:	30-Jun		Yes/No	Unqualified
Most Recent Year	2013	2013	Yes	Unqualified
1 Year Prior		2012	Yes	Unqualified
2 Years Prior		2011	Yes	Unqualified
Fiscal Year Ends on:		30-Jun	(month/day)	
Budget / Plans				
Current Year		2014		
Next Year		2015		
Contact Person:		Carole Cowan		
Title:		President		
Telephone No:		(978) 656-3100		
E-mail address		COWANC@middlesex.mass.edu		

Mission and Purposes

Standard 1.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 1 – MISSION AND PURPOSES

Description

The Middlesex Community College Mission Statement describes the unique history, values and vision of the college and promotes the fulfillment of the Massachusetts Community College System Mission as defined by the Board of Higher Education. Together, these documents guide the strategic directions and activities of the institution, the work of faculty and staff, expectations for student learning and the assessment and improvement of institutional effectiveness.

Mission Statement: *At Middlesex Community College, everyone teaches, everyone learns. Collaborative in nature and innovative in practice, we educate, engage and empower a diverse community of learners. Through transformational opportunities, we challenge and support every student to succeed and lead. Recognizing equity and inclusion as the foundation of excellence and creativity, Middlesex Community College meets the evolving educational, civic and workforce needs of our local and global communities.*

This concise statement customizes the implementation of Massachusetts Community College system goals at Middlesex to best address the needs of our students and communities as informed by core institutional values, assessment of student learning and institutional-effectiveness outcomes and best-practice research. The Mission Statement celebrates the college's historic commitment to access, equity, and inclusion; its spirit of innovation and creativity; and its collaborative and responsive nature. It challenges an already highly-engaged faculty and staff to fully leverage the power of partnerships, diversity and creativity as the means to reach consistently rising levels of student learning and achievement.

Middlesex contributes to the fulfillment of the Massachusetts Community College System Mission through the provision of accessible, high-quality, affordable, transfer and career preparation associate degree and certificate programs; effective developmental and life-long learning opportunities; and initiatives to address community educational, economic, social and workforce needs. Understanding the importance of an institutional mission that localizes the system mission, reflects core institutional values and articulates widely held traditions and purposes in clear, accessible language, the college community was actively engaged in its development.

In October 2011, over 300 members of the college community reviewed the relevancy and scope of the Mission Statement approved in 2002 and made recommendations for its revision at a college-wide Professional Day. Based on the ideas generated, a draft statement was written by a team of faculty, staff and administrators, reviewed at Board of Trustee and Faculty Staff Association meetings, and posted on the web portal. All members of the college community were encouraged to comment electronically and/or participate in one of the four mission discussion sessions held in November 2011 on the Bedford and Lowell campuses. Based on comments from nearly 100 faculty and staff, the draft was revised and the new Mission Statement was adopted in January 2012.

The Mission Statement has been widely circulated to faculty and staff, and the external community through its publication on the website, on social media and in official documents such as the Academic Catalog and the Student Handbook. It is routinely discussed at college-wide divisional and department meetings, prominently displayed in public spaces, and was heavily promoted in May 2014 Mission Awareness Month initiatives. Special attention is paid to its dissemination to students and part-time faculty through its inclusion in orientation programs and events. The Mission is specifically integrated into departmental work through divisional planning, budgeting and program review processes. This integration is aided by the use of a summary document linking

the institutional mission, values, guiding principles, strategic directions and accountability measures together.

Appraisal

The Middlesex Community College Mission Statement clearly outlined institutional priorities, guides decision-making, policy development, program design, resource allocation, and the assessment and improvement of institutional effectiveness. Through its close alignment with the Massachusetts Community College System Mission and Vision Project strategic goals, targeted initiatives advance the achievement of both state-wide and local priorities, see examples below.

Shared MCC & System Goals	Middlesex Community College Related Initiatives
Improve Access to Higher Education	• Dual Enrollment classes at Lowell and Billerica high schools • On-campus Dual Enrollment opportunities for high school students • Early College Board Accuplacer placement testing in high schools • Massachusetts Comprehensive Assessment System test preparation • High School – MCC – UMass Lowell faculty vertical teaming initiatives to align Mathematics, English and Science curricula • College Navigators who link regional One-Stop Career Center clients to Middlesex Community College programs and services
Increase Student Success	• First-Year Experience Program • Accelerated developmental education programs • Student academic progress policies and intrusive student interventions • Peer/professional tutoring model • Pedagogies to address diverse student needs including Flexible Studies, online, hybrid and accelerated models
Close Achievement Gaps by Race, Gender, Socio-economic Status	• Multicultural and Veterans Centers with targeted support services • Institutionally funded Safety Net Scholarships • Analysis of student success data disaggregated by age, race, gender, prior experience, socio-economic status and entering academic skill • Latino Outreach Summit and pilot Latino Institute • Hiring plan to create an increasingly diverse full-time faculty • Spring 2014 Professional Day focused on closing achievement gaps
Align Career Degree/Certificate Awards and Regional Workforce Needs	• Workforce Development Council that links Corporate and Community Education, Academic Divisions, Enrollment Services, Finance, One-Stop Career Centers and Workforce Boards • Academy of Health Professions accelerated, stackable certificates • Active Career Program Advisory Boards • Responsive Corporate and Community Education programs
Contribute to Regional Educational, Civic, Social, and Economic Growth	• Nationally recognized Service-Learning and civic engagement programs • Merrimack Valley Partners for Progress and the Middlesex 3 Coalition to support regional economic development • Global education initiatives that integrate multicultural perspectives in the curriculum and provide student travel and learn programs

Recognizing diversity and inclusion as the foundation of excellence, the college actively seeks broad-based involvement in its mission, strategic planning, program development and decision-making processes. Members of the college community are expected to attend Professional Days, and division, department, and Faculty Staff Association meetings. Participation in college-wide summits and forums is strongly encouraged. The college also employs email, broadcast messages, social media, the Blackboard Learning Management System and institutionally and externally developed surveys to expand opportunities for engagement. In November 2013, the college conducted a Faculty and Staff Survey where 52% of faculty and staff reported they had participated

in strategic planning at Middlesex Community College. In the same survey, 73% of the faculty that participated reported that they felt that their voice was heard in the process, 10% did not and 17% had no opinion.

Students participate in institutional planning and decision-making through their representatives on the Board of Trustees, the Student Union Government Association and by participating in strategic planning summits, Faculty Staff Association committees, hiring search committees, academic task forces and student affairs advisory boards. The perspectives of external communities are solicited through an active network of program advisory boards, the inclusion of an external reviewer in academic program reviews, engagement in state and national higher education initiatives and active participation in K-16, economic, workforce and civic development partnerships.

Middlesex Community College faculty and staff understand the Mission Statement, its alignment with the Strategic Plan and their responsibilities to contribute to its fulfillment. They also report that the college effectively promotes diversity in the workplace. The statement's introductory sentence, "At Middlesex Community College, everyone teaches, everyone learns" is frequently referenced by faculty and staff in recognition of our shared responsibility to respect diversity, promote inclusion and act collaboratively in support of student success and institutional excellence.

Although 86% of faculty and staff reported that they were aware of the Mission Statement in the November 2013 Faculty/Staff Survey, this suggests that additional efforts are needed to increase awareness among part-time faculty and staff, especially those teaching in the evenings and on weekends. In the November 2013 Student survey, 59% of students reported their awareness of the college mission. After reading the text of the mission inserted in the survey, 86% of students agreed that Middlesex Community College programs and activities reflect its mission and 89% of faculty and staff agreed that it accurately reflects the college's character. In 2012, the college participated in the National Initiative for Leadership and Institutional Effectiveness and conducted the Personal Assessment of the College Environment Survey where faculty and staff reported on the following key aspects of the mission and its implementation at Middlesex Community College.

National Initiative for Leadership and Institutional Effectiveness
2012 Personal Assessment of the College Environment Survey

Mission Awareness	**MCC Score**	**National Norm**
The extent to which the activities of this institution reflect its mission.	4.17	3.78
The extent to which I feel my job is relevant to this institution's mission.	4.53	4.33
The extent to which administrative leadership focuses on student needs.	4.10	3.63
The extent to which meeting student needs is essential to what I do.	4.21	3.80
The extent to which a spirit of cooperation exists at this institution.	3.82	3.28
The extent to which the institution effectively promotes workplace diversity.	4.13	3.77

Mean Score and Organizational Style Key:
1-1.99 Coercive; 1-2.99 Competitive; 3-3.99 Consultative; and 4 - 4.99 collaborative
A score of 1 indicates complete disagreement and a score of 5 indicates complete agreement. Lower scores signal a more coercive environment while higher scores evidence a collaborative climate.

Faculty and staff understand the importance of effective planning and evaluation and 86% reported on the November 2013 Faculty/Staff Survey that Middlesex undertakes planning and evaluation to accomplish and improve the achievement of its Mission and Strategic Plan. Mission-driven institutional accountability indicators help the college identify institutional needs and inform the design and implementation of numerous mission-related initiatives. Examples include (1) a Title III *Strengthening Institutions Strategies for Success* grant focused on embedding core students success skills in gateway courses, explorations courses for developmental students and improving academic

advising; (2) an integrated First-Year Experience program utilizing nationally recognized high-impact practices such as learning communities, Service-Learning, and undergraduate research; (3) general education curriculum revisions that provide expanded opportunities for students to attain institutional student learning outcomes; (4) accelerated developmental education and English Language Learner programs; (5) new student academic progress review criteria and required educational interventions and (6) the creation of career-ladder, accelerated certificate programs and support services to prepare students for entry-level health care positions.

Institutional Strengths	Institutional Challenges
• The Middlesex Mission Statement aligns with, and promotes, the fulfillment of the Massachusetts Community College System Mission and Board of Higher Education Vision Project goals. • The Middlesex Community College Mission Statement, recently revised through an inclusive, college-wide process, accurately reflects the strategic priorities, tone and character of the institution. Faculty and staff support the Mission and understand their responsibility to contribute to its fulfillment. • The Mission Statement guides institutional actions. Its fulfillment is strengthened by the use of institutional effectiveness tracking and assessment results. • The college enhances its capacity to fulfill its mission by leveraging the diverse talents, perspectives and experiences of its students, faculty and staff and through effective community partnerships.	• Although large numbers of faculty and staff report their awareness of the Mission Statement, more efforts are necessary to increase awareness among students and part-time employees. • The connections between new academic, student support and assessment initiatives, and the Mission and Strategic Plan are not equally clear to all segments of the college community. Additional explicit strategies to align these initiatives are needed to ensure a deeper understanding of new initiatives support the Mission, Strategic Plan and overall student success.

Projections

The college will periodically review its Mission Statement for relevance and currency, including both internal and external stakeholders in those reviews. Modifications to the Mission Statement will be approved through shared governance and executive leadership.

The executive leadership of the college will continue the practice of designating a specific month each year as "Mission Month" with events and activities designed to increase awareness of the college's mission. These activities will continue to focus on part-time faculty and staff, as well as students.

Institutional Effectiveness

Middlesex has identified accountability measures to track and assess progress toward the fulfillment of its Mission that align with Massachusetts Department of Higher Education Vision Project key outcomes. These indicators include the collection, analysis and use of student success data disaggregated by age, race and socio-economic groupings; qualitative and quantitative assessments of student learning; and data collected using the Community College Survey of Student Engagement and the National Initiative for Leadership and Institutional Effectiveness Survey. The Board of Trustees, the leadership team, faculty and staff use these assessment outcomes to inform decision-making and improve institutional effectiveness.

DATA FIRST FORMS – STANDARD 1

Standard 1: Mission and Purposes

Middlesex Mission Statement

At Middlesex Community College, everyone teaches, everyone learns.
Collaborative in nature and innovative in practice, we educate, engage, and empower a diverse community of learners.
Through transformative opportunities,
we challenge and support every student to succeed and lead.
Recognizing equity and inclusion as the foundation for excellence and creativity,
Middlesex Community College meets the evolving educational,
civic and workforce needs of our local and global communities.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	https://www.middlesex.mass.edu/about/mission.aspx	January 2012

Mission Statement published	URL	Print Publication
1 Fall Advising Schedules	https://flipflashpages.uniflip.c	workroom
2 Academic Catalog	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1254	workroom
3 Fact Sheets	https://www.middlesex.mass.edu/marketing/downloads/mccfact14.pdf	workroom

Related statements	URL	Print Publication
1 Values	https://www.middlesex.mass.edu/about/mission.aspx	workroom
2 Strategic Directions	https://www.middlesex.mass.edu/about/mission.aspx	workroom
3 Accountability Measures	https://www.middlesex.mass.edu/about/mission.aspx	workroom

Planning and Evaluation

Standard 2.0

MIDDLESEX Community College
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STANDARD 2 – PLANNING AND EVALUATION

Description

Systematic and comprehensive planning and evaluation are intrinsic components of the Middlesex Community College culture dating back to 1988. Linked to the college's Mission Statement, the planning and evaluation processes involve all major stakeholders, including faculty, staff, trustees, students and community members.

Over the past ten years, Middlesex has developed and implemented three strategic plans: *A Focus on Student Achievement, Workforce Development and Civic Engagement* (2003-2006), the *2007-2010 Strategic Plan*, and the most recent, *Your Voice, Your Experience, Our Success* (2011-2014). Building on a long history of successful prior planning initiatives, the most recent plan was created in 2010 through an inclusive Appreciative Inquiry (AI) process. It was co-chaired by the Provost and Vice President for Academic and Student Affairs and the Vice President for Enrollment Services, Research and Planning with the assistance of a Strategic Planning Steering Committee comprised of more than 35 faculty and staff. In addition, more than 350 internal and external members of the college community (students, faculty, staff and trustees) participated. Participants had access to internal and external environmental scans, institution performance trend data, and Community College Survey of Student Engagement (CCSSE) results. The steps taken to ensure a comprehensive, broad-based process to create the current Strategic Plan are listed below.

2010 – 2011 Strategic Planning Process

Activity	Participants	Outcome
Identification of Planning Process	Planning Co-Chairs Steering Committee (35 members)	Several types of planning processes reviewed; Appreciative Inquiry (AI) selected because it focused on building on strengths and successes.
Identification of Priority Planning Areas	Steering Committee	Five priority areas identified: Student Success, Assessment, Workforce Development, Diversity in the Workplace, and Fiscal Stability.
Professional Day	Faculty and Staff	Celebrated achievements related to the past strategic plan with faculty and staff presentations; introduced the AI planning process.
AI Summits offered on both campuses (9 total)	Faculty, staff, students, trustees and external partners (350 total)	Participants selected the priority area(s) of interest; mixed groups from across the college responded to guiding questions on what the college does well, what the college should be doing, and offered "bold ideas" for future success.
Comment Sessions	Open to entire college community and external partners (200 participants)	AI Summits notes were posted on the college website and the college community was invited to submit comments or attend feedback sessions.
Identification of guiding principles, values and strategic directions	Steering Committee College Community President and senior staff	Based on input from AI summits and comment sessions, Steering Committee drafted guiding principles, values and strategic directions to form the new Strategic Plan which was disseminated to the college community for input, revised and approved by the President and senior staff.

Your Voice, Your Experience, Our Success, incorporates six key strategic directions related to the strategic priorities. It reflects the college's strong commitment to its revised mission statement and aligns with the Massachusetts Board of Higher Education Vision Project outcomes to achieve

national leadership for Massachusetts public higher education. Vision Project outcome areas are: college participation and completion, student learning, workforce alignment, preparing citizens, closing the achievement gap and research.

Middlesex Community College Strategic Priorities
Student Success, Assessment, Workforce Development, Diversity and Fiscal Stability

Middlesex Community College Strategic Directions
• Improve access and advance student success by strengthening evidenced-based practices and resource allocation. • Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs. • Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity. • Empower all members of the college community to be educators, mentors, advocates, entrepreneurs, and lifelong learners. • Foster greater college engagement through improved communication, personal connections and collaborative partnerships. • Build partnerships that stimulate innovation and address the educational, social, economic, and workforce development needs of our communities

Strategic Plan Accountability Measures
• Student Success Indicators Disaggregated by Student Population: Developmental/College Level Placements, Persistence, Retention, Graduation, Composite Success Measure, Degree and Certificate Production in High Demand Fields • Institution Student Learning Outcome Assessments: Writing, Critical Thinking, Personal and Professional Development • Community College Survey of Student Engagement (CCSSE*)*: Active and Collaborative Learning, Academic Challenge, Student Effort, Student-Faculty Interaction, Support for Learners • Personal Assessment of the College Environment (PACE): National Initiative for Leadership and Institutional Effectiveness Survey

The accountability measures, approved by the college community and leadership, inform the ongoing planning and evaluation process. Institutional Research oversees the compilation of Student Success Indicators, and the administration and review of CCSSE and PACE surveys on a three-year cycle. Results related to the Student Success Indicators, Institutional Student Learning Outcomes (ISLO) assessments and surveys are reviewed annually by faculty, staff and the college leadership and disseminated through presentations at Faculty Staff Association (FSA) and divisional meetings, reports to stakeholders, and on the website.

The impact of the new Strategic Plan is seen across the college as trustees, faculty, staff and students are collaborating on a variety of initiatives related to the strategic priorities. In addition, the Board has established subcommittees based on the strategic priorities where college liaisons and personnel prepare presentations to the Board. The Board of Trustees has adopted a definition of student success that was presented by the Student Success Subcommittee.

In spring 2012, the Division of Academic and Students Affairs and the Division of Enrollment Services, Research and Planning met to identify ways in which departments could collaborate to support the strategic directions. Several working groups supporting the strategic priorities were established, including Workforce Development Council, Closing the Achievement Gap, Policies for

Student Success, and Global Perspectives-Real World Experiences for Liberal Arts and Liberal Studies Students.

These groups gather and review information to make recommendations for changes or new activities. For example, several new workforce training programs have been created. A Latino Student Institute for 25 Latino students who are English Language Learners is now being offered and was informed by the work of the Closing the Achievement Gap workgroup and the Latino Student Summit. Recommendations emanating from the Policies for Student Success workgroup include revisions of Academic Progress, Fresh Start and Course Repeat policies.

Institutional Research provides comprehensive services and information that is the foundation for all college-wide planning processes. To fulfill reporting and auditing requirements of state and federal agencies and to assist with college planning, Institutional Research collects and publishes data annually or more frequently, if required. Data collection has included administering and analyzing the CCSSE and PACE surveys every three years, and general education surveys conducted with each graduating class. Institutional Research also provides a broad array of quantitative and qualitative specialized data to support departmental and divisional program review processes across the college. Staff members are available to work with departments to produce customized program data and outcome reports that inform planning and evaluation. Institutional Research produces the annual Fact Book that highlights new initiatives and provides disaggregated demographic data and other information related to college programs. The fact books, along with other data pertinent to the college planning process, reports and surveys, outcome assessments, and performance measurements, are posted on the strategic planning website.

The college allocates resources to support planning, implementation and evaluation processes annually. The position of Assistant Dean of Assessment was established in 2005 (elevated to Dean in 2012) to guide the design and implementation of the entire program review and assessment process at the institutional, program and course levels. In 2013, an additional research staff position was added to support the increased need for data required for effective planning, evaluation, and reporting. In addition to departmental budget allocations to support the implementation of strategic initiatives, the college also provides approximately $175,000 per year in minigrants and curriculum-initiative funding to support smaller projects related to strategic priorities.

Planning

In addition to its Strategic Plan, the college utilizes the following resources to guide planning: 2007 Master Plan by Sasaki Associates, Annual Budget Projections, Technology Strategic Plan, Technology Center Tactical Plan, Academic and Student Affairs Strategic Directions, Library Strategic Plan and Admissions Annual Projections.

The Master Plan was developed by the architectural firm Sasaki Associates in collaboration with the Massachusetts Division of Capital Management and Maintenance (DCAMM). This plan includes short-, mid- and long-term facilities requirements linked to academic and student services, support functions and financial planning. The Middlesex Community College Division of Administration and Finance annually identities deferred maintenance related to buildings, grounds and equipment and funds deferred-maintenance projects based upon priority needs and funds available.

The Annual Budget Projections, developed with input from Vice Presidents, addresses strategic planning priorities to allocate resources. Priorities may include maintenance of existing programs, and new priorities identified through ongoing environmental surveying such as changes in technology. The budget projections consist of estimates of state and federal funding, projected

revenue from student enrollment, and public and private grant funding. Midcycle budget requests are reviewed to adapt to enrollment fluctuations. Revenue and expenses, updated and projected quarterly, are reviewed and approved by the Board of Trustees.

For 10 years, Middlesex has contracted with CampusWorks, Inc. to provide technology oversight and project management expertise. In collaboration with the college leadership, the Chief Technology Officer develops a five-year Technology Strategic Plan that is tied to the college's Strategic Plan which supports the strategic goals and directions. In addition, the Technology Center Tactical Plan, updated annually, addresses emerging technologies and changing requirements. The Vice Presidents, Deans, Banner Student Information Management System Users Group, Faculty and Staff Association, Academic Technology Committee, Student Government Association and focus groups provide input as the annual Tactical Plan is developed. Divisions and departments submit technology requests to the Vice Presidents who prioritize them based upon programmatic needs and resources. Monthly updates on Technology Center Tactical Plan activities are provided to the President and Vice Presidents. An annual report is provided to the college leadership and Board of Trustees.

The Academic and Student Affairs Strategic Directions plan is developed annually and highlights initiatives being undertaken by divisions and departments during the year to support the Strategic Plan and the related resources. The development of the five-year Library Strategic Plan involved a diverse group of stakeholders, including students, faculty, library staff and other community members. The plan's goals and action items are a direct outcome of the Library Program Review.

Planning is a critical component of enrollment management. The Admissions Annual Projections include projections for every program, along with marketing and communication strategies. In spring 2014, the President appointed a cross-functional Enrollment Planning Committee co-chaired by the Vice President of Enrollment Management, Research and Planning and the Dean of Admissions. To provide census and workforce development data for this project, Institutional Research prepared an Environmental Scan to be used as the foundation for the development of a comprehensive Enrollment Plan. The committee is charged with evaluating the current and future population trends of the community to develop enrollment plan. Subcommittees have been established to explore new recruitment strategies to increase the number of new students, explore retention strategies, and review processes to eliminate student barriers within the college. A subcommittee of this group will be evaluating a variety of initiatives at the college to determine their return on investment. Recommendations regarding the efficacy of these initiatives will be submitted to the President by the end of the spring 2015 semester.

Each year, in March-April, annual plans that support the strategic directions are developed by divisions and departments. Required budget resources are identified and assessed. In July-August, these plans are reviewed by the President and Vice Presidents to ensure alignment with the college's Mission, Strategic Plan, program priorities, and applicable to the Massachusetts Board of Higher Education goals and requirements, such as the Vision Project. Initiatives are prioritized and resources are allocated. The following June, divisions and departments report the effectiveness of these initiatives. These reports include outcomes as well as recommendations for improvement.

Evaluation

Evaluation occurs through the program review process, annual financial audit conducted by an independent auditor, federal and state financial aid audits, pass rates on licensure exams, and visits by external accrediting agencies for specific programs. Evaluation of technology initiatives, conducted by the Technology Department in collaboration with programmatic and departmental

stakeholders, considers the degree to which technology supports access, student success, project goals and outcomes.

Evidence related to success of recent graduates is obtained through the One-Year Follow-Up Survey sent to all graduates to gather information on educational and employment accomplishments. Students are contacted by mail and phone; and personal outreach from program coordinators is employed to maximize response rates. The percentage of students responding to the survey has increased from 55% in 2009 to 59% in 2012. Survey data is aggregated and is available to all departments upon request. In addition, selected Health programs conduct alumni and employer surveys to evaluate the educational and employment outcomes of graduates and information is shared with advisory boards for further recommendation. Radiologic Technology graduates between 2006 and 2010 expressed a need for credentials in advanced modalities, including Computed Tomography, through a survey that 74 out of 77, or 96% responded to. With support of the advisory board and the college, the program purchased new equipment and offered a Computed Tomography course.

Program	Changes
Dental Hygiene	Program reduction from 40 to 32 in response to job placement decline
Radiologic Technologies	Added a Computer Tomography course and updated equipment

In addition to surveys, MCC now has access to employment statistics based on state employment record matching for graduates from MCC and other community colleges in the state. MCC associate and certificate degree graduates from 2011 evidenced higher levels of employment than all Massachusetts community colleges combined. MCC is encouraged by this finding, particularly because our border-state status may have understated our success due to the number of graduates employed in New Hampshire who would be undetected by the state-based wage record matching.

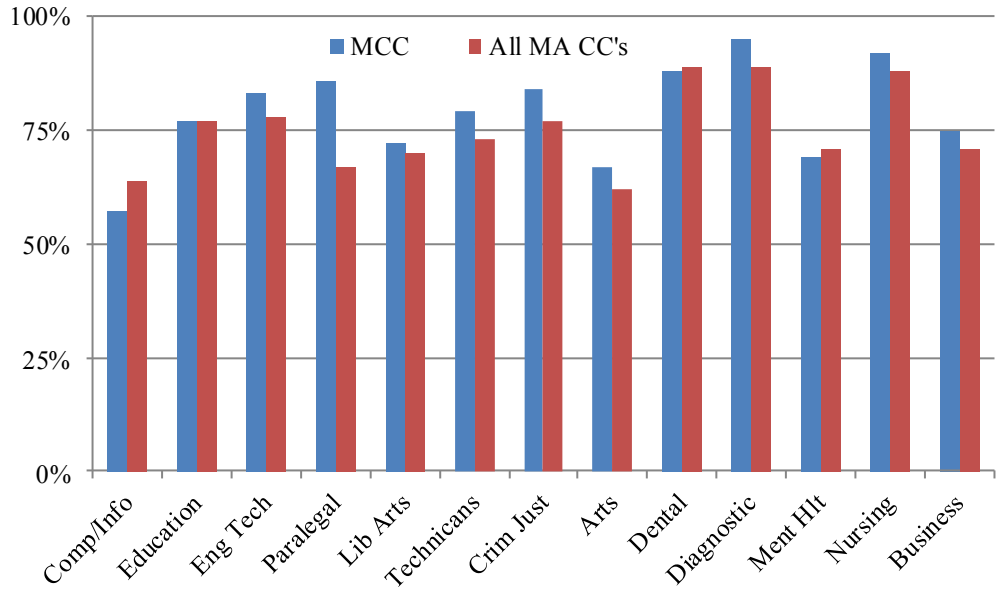

Figure 1. Employment in MA of 2011 Graduates: MCC and Other Community Colleges

The college uses data provided by the Office of Institutional Research to execute changes at the course and program level. Initiatives to promote acceleration through developmental course sequences have been evaluated with data to support upscaling or pilot expansions. While an

analysis of data from pilots confirmed program success and supported full implementation, some analyses have identified areas for improvement and redesign. For example, data from the Fall 2011 Ramp Up pilot found that the self-paced system was disadvantageous to students who tested into Algebra I and started in the fundamental modules. The program was changed to require students to begin their studies in the module indicated by their testing.

Course	Data	Changes
ENG 099	Data from Fall 2012 pilot supported success.	Pilot enlarged Fall 2013
RAMP UP	Data from Fall 2011 pilot found that students who tested into Algebra I were less successful in Ramp Up than in traditional model.	Program changed to require students to begin their studies at testing level

The college's long-established program review process, first initiated in 1996, supports departmental and divisional planning and evaluation of the extent to which the college is realizing its educational objectives. Programs reviews are conducted for academic programs and departments and co-curricular areas, such as student activities, student support services, enrollment management and advising. Reviews are conducted on a five- to seven-year cycle. Self-studies may be conducted more frequently as needed for programs involving licensure/external accreditation or in response to the need to change course requirements. Since 1996, more than 51 academic, student and enrollment services programs have completed a review.

Program reviews are facilitated by the Dean of Assessment and include an external evaluator. College-wide committees have contributed to the revision and strengthening of the program review process. For example, in 2005-06, the Institutional Student Learning Outcomes Committee developed a set of institutional student learning outcomes (ISLOs) representing the essential skills, abilities, and ways of thinking that Middlesex expects its graduates to achieve, along with the tools and processes necessary for the assessment of these outcomes. Programs, departments and areas have identified program-level student learning outcomes (PSLOs). The Academic and Co-Curricular Program Review Committees reviewed and revised program review tools and processes to make the process more meaningful to the participants, as well as to incorporate the assessment of ISLOs and PSLOs. Unique curricular and co-curricular program review templates have been developed and require the identification and direct assessment of ISLOs and PSLOs, as well as related improvement plans. The templates enable faculty and staff to conduct program self-studies in a consistent and systematic manner.

The process utilizes data provided by Institutional Research related to enrollment, retention, graduation and transfer trends disaggregated by demographic category, in addition to input provided by Advisory Boards and alumni. Focus groups, forums and task forces offer additional opportunities to obtain input from faculty, staff, and students. Information is gathered, analyzed, and used to make recommendations to sustain program quality and to continue program development towards improved student learning and success. All program reviews completed during the year are presented to the Vice President for that particular area, as well as area Deans and Assistant Deans, for review and action on recommendations. Many program reviews are presented to a larger college audience as part of a Program Review Showcase and are published on the Middlesex Community College Planning, Performance and Assessment website. In this way, it is possible for the entire college community to be informed of program review outcomes and recommendations. Suggestions for improvement of the program review process are solicited from Vice Presidents, Deans, faculty and staff and the external evaluator upon completion of each review.

Program	Data	Changes
Criminal Justice	Randomized study of 30 papers analyzed for writing quality	Criminal Investigation became writing intensive course
Dental Lab Technology	Curriculum mapping of courses to competencies	Increased scaffolding in curriculum

In addition to the program review process, the practice of assessing student learning outcomes began in 2006-2007 when, as a result of the examination of student writing samples, faculty recognized the importance of moving from an emphasis on inputs – the curriculum – to a focus on institutional and programmatic student learning outcomes. The Association of American Colleges and Universities LEAP VALUE rubrics and/or Middlesex Community College-generated rubrics are now utilized for ongoing assessment of academic and co-curricular student learning outcomes at both the institutional and program level. More than 100 faculty and staff have participated in assessment work to date. Their participation includes serving on assessment teams at the institutional, program level, or contributing student artifacts for assessment. Results of the assessments inform program planning, evaluation and enhancement.

The college has taken a leadership role in state and national assessment initiatives as a result of its early-adopter and innovative campus-based work in assessment. These include: the Multi-State Collaborative to Advance Learning Outcomes Assessment; the AAC&U Quality Collaborative: Assessing and Reporting Degree Qualification Profile Competencies in the Context of Transfer; the Massachusetts Student Learning Outcomes Assessment pilot; Massachusetts Assessment Management System pilot; and the Expanding the Faculty Toolkit: Building and Assessing Student Competency with Essential Learning Outcomes across Disciplines and Institutions – A Collaboration with UMass Lowell. Participation in these initiatives provides opportunities to benchmark expectations for student learning with other institutions which, in turn, supports the planning and evaluation of college programs in order to improve teaching and learning.

Appraisal

At Middlesex, planning and evaluation are systematic, broad-based, comprehensive, integrated, and appropriate to the college's mission and goals. Middlesex maintains a comprehensive and adaptable planning process with high levels of stakeholder involvement and investment in planning processes and outcomes. The success of our planning is regularly evaluated based on predetermined benchmarks and goals consistent with our mission and strategic priorities, and results are communicated back to our stakeholder groups regularly.

In recent years, a variety of national and state initiatives have prompted the college to place an even greater emphasis on tracking and responding to measurable student success outcomes as part of its ongoing planning and evaluation process. These factors include national calls for greater accountability in higher education, the new Massachusetts public college performance funding model based upon institutional outcomes, and the Department of Higher Education Vision Project which requires annual documentation of college outcomes in relation to meeting the Vision Project goals. The focused analysis of annual measurable outcomes has resulted in the planning, implementation and ongoing evaluation of many different programs and services that, combined, have increased overall student persistence and retention over the past five years.

Planning

Planning at Middlesex is systematic. At the highest levels, the college's Strategic Plan drives other planning, such as the Annual Budget Projections, Academic and Student Affairs Strategic Directions,

Technology Strategic Plan, Library Strategic Plan, and the Enrollment Plan that is being developed. The systematic nature of planning is evident in several ways. The Board of Trustees has established subcommittees that reflect the strategic priorities to ensure the level of support required for fulfilling the strategic directions. Annually, departments and divisions review the extent to which annual goals supporting strategic directions have been met and identify initiatives for the coming year with respective Vice Presidents. Once the Annual Budget Projection has been established, which is driven by key factors such as enrollment and state budget allocation, executive leadership meet to determine final budget allocations and identify resources for new or expanded initiatives identified in individual plans and linked to the strategic priorities. The following chart indicates some examples of recently implemented new initiatives that emerged through this systematic planning process.

Systematic Planning

Planning	Initiative	Strategic Priority
2007 Master Plan	Lowell Academic Arts Building; Bedford Academic Building	Student Success
Deferred Maintenance	Geothermal and HVAC projects	Fiscal Stability
Annual Budget Projections	Sustaining Supplemental Instruction; operationalizing Title III positions	Student Success; Fiscal Stability
Academic and Student Affairs Strategic Directions	Redesign of tutoring services; redesign of academic review process; increase in collaborative academic/student affairs student engagement activities	Student Success; Diversity
Technology Strategic Plan	Virtual Desktop Initiative; Webpage Redesign	Student Success
Annual Admissions Projections	Extensive targeted recruiting of underrepresented populations; college/career navigators to recruit adults at the college and career centers	Diversity; Workforce Development
Library Strategic Plan	English Composition Information Literacy video modules to support flipped classroom model of instruction; pilot site for statewide Massachusetts eBook project	Student Success

College planning is comprehensive, integrated and appropriate to mission and goals. Plans are coordinated at high levels with executive leadership engaging in regular communication about strategic goals, the intersections of area master plans, and associated budget and other resource requirements. The implementation of RAMP-Up, the new accelerated approach for mathematics, is a strong example of the coordination and integration of planning across college divisions. RAMP-Up originated from the faculty and was aimed at addressing the 2007- 2010 Strategic Plan Goal 1.1 that stated, "Broaden Pathways and Increase Access to Higher Education" and included, "New pilot programs for developmental students will be developed to help them master skills in preparation for college-level coursework." A cross-college committee was established to work with faculty to plan, implement and sustain RAMP-Up, since it had significant budget, facilities, technology, and enrollment implications. The goal of RAMP-Up was to provide opportunities for students who test at the developmental level of mathematics, including fundamentals-MAT 060. The chart below demonstrates that students who tested into fundamentals progressed more rapidly as a result of RAMP-Up compared to the traditional model. In fall 2013, 48% of students who tested into fundamentals passed the RAMP-Up equivalent, and an additional 23% passed the equivalent of Algebra I and/or Algebra II in the same semester. In fall 2010, through the traditional model, only 53% passed fundamentals and there was no opportunity for acceleration.

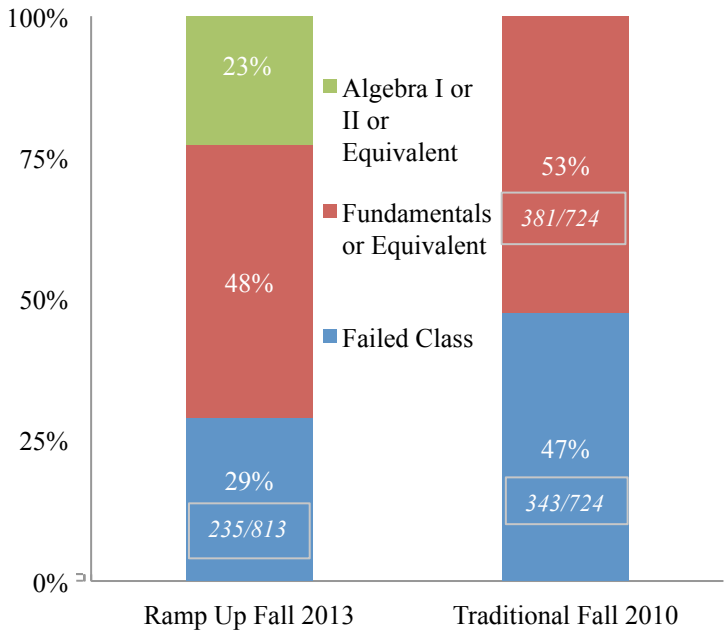

Figure 2. RAMP-Up and Traditional Mathematics Success

Persistence in mathematics has also increased, from 52% of fall 2010 students returning in the spring in a math course (674 out of 907) to 60% of fall 2013 students returning in the spring in a math course (748 out of 894). The percentage of students taking a higher-level gateway math course after developmental coursework has also increased, from 13% before RAMP-Up was implemented to 26% after RAMP-Up was implemented.

Another example of an integrated and comprehensive planning initiative is the work that is being done to provide additional classroom and performing arts space in Lowell, the need that was identified in the Master Plan. Representatives from Academic and Student Affairs and Administration and Finance have worked together with state agencies to address this need. The former Boston and Maine Railroad Depot was acquired at no cost through the surplus government property program, college and state funding secured for renovation, and designs developed with extensive input from faculty.

Middlesex planning is characterized by broad-based and integrated participation from across the college community, as exemplified by the collaborative approach taken to develop the current Strategic Plan. A key strength of the Middlesex planning process is that senior management, with input from faculty and staff, carefully evaluates each strategic planning process and redesigns each planning cycle to meet the changing and maturing needs of the college. This requires an interdepartmental, broad community approach to understand and support student success and achievement. Building on the tradition of including large numbers of individuals in planning, the college sought to provide even more opportunities for college-wide participation during the most recent planning process, which was co-chaired by the Provost and Vice President of Academic and Student Affairs and the Vice President of Enrollment Services, Planning and Research who represented two different divisions. All members of the college community were invited to participate in the Appreciative Inquiry Summits where individuals from different departments were placed in groups to discuss a strategic priority. More than 350 participated in the summits and 200 in the comment/feedback sessions. Many noted how valuable it was for them to share ideas and to hear different perspectives. This enabled them to develop a deeper understanding of

the contributions all employees make to supporting student success and led, to a great extent, to the inclusion of the wording, "Everyone teaches, everyone learns" in the Mission Statement.

In the November 2013 Faculty and Staff Survey (N=524, over 41% of the faculty and staff population), 48.8% of faculty members and 56.2% of staff members indicated they had participated in some aspect of the strategic planning process. As seen in the table below, the majority of both faculty and staff felt their voices were heard as part of that process.

Faculty and Staff Survey, November 2013

Having participated in the planning process, do you feel your voice was heard?	Yes	No	No Opinion
Faculty	71.2%	13.6%	15.2%
Staff	75.2%	4.8%	20.0%

Further, the college provides opportunities for students' voices to be included in planning through both their participation in the strategic planning process and through the Student Union Government Association (SUGA). SUGA leaders communicate with college leadership to share the student perspective on college directions and priorities. The expansion of Wi-Fi services and the implementation of a shuttle service between campuses are two examples of college projects that were prioritized and implemented due to student input.

In addition to the communication processes utilized in strategic planning, the college utilizes focus groups and forums to gain broad input on key initiatives related to strategic priorities. There are many examples of how this approach has resulted in important new initiatives or changes in planning, based upon feedback from constituent groups. For example, the Latino Summit and other focus groups with Latino students resulted in the design of a Latino Student Institute that was piloted in 2014. Open forums about proposed changes in peer tutoring resulted in the decision to maintain professional tutors for RAMP-Up. During the development of the new portal, the college community's input was sought during the planning stages through a series of focus groups and surveys. Professional development forums helped to focus the expansion of professional development services. Middlesex employs a variety of approaches to plan and communicate strategic priorities with stakeholders and to gain broad-based inputs, such as strategic planning summits, focus groups, open forums, and the use of social media sites.

To ensure the continued relevance of the Strategic Plan and regular reporting back to the college community, progress toward the accomplishment of institutional level performance measures, as well as division implementation plans and outcomes reports, have been reviewed by the Strategic Planning Committee and reported to the college annually at Trustee and FSA meetings. Outcome reports include the college Fact Book, Academic and Student Affairs Strategic Directions Report, the independent financial audit and reports posted to the college planning website detailing progress as measured by the accountability indicators. When accountability indicators are not met, steps are taken to review initiatives and develop more focused steps to achieve the desired outcome, such as undertaking initiatives to close the achievement gap.

The process for developing the current strategic plan was very inclusive, systematic and broad-based and communication with stakeholders was conducted in a variety of ways. However, the need exists to demonstrate linkages between strategic planning, departmental planning and new programs to provide deeper understanding of the connection among initiatives. In the November 2013 Faculty/Staff Survey and in forums, some faculty and staff have expressed concern about the number of new initiatives that encompass so many different areas, such as general education reform, assessment, acceleration of developmental programs, introduction of the First-Year

Experience program, and redesign of the advising process. Leadership must continually strike a balance between the implementation of new strategic efforts and the time allotted to convey the significance and implications of these new directions to the college community in order to counter a sense of a lack of coordination across efforts and the feeling that there are too many initiatives, resulting in initiative fatigue.

Recognizing the importance of utilizing data to drive planning and program development, the college has made significant progress in data analysis and reporting available to the college community. There is a wide array of student demographic and outcome information available in the Fact Book and other reports posted on the website. In 2012, Institutional Research and the Division of Academic and Student Affairs collaborated to expand and refine the Banner Reports Menu that provides Vice Presidents, Deans and others access to a variety of real time data reports related to enrollment, persistence, retention, and student performance. These reports make information readily available and support the decision-making, planning and evaluation process. Institutional Research and those accessing the reports periodically evaluate them to ensure they are meeting the needs of those who use them.

While Middlesex prides itself on being data-driven, there is still need to delve deeper into the data to inform planning in a more productive way. For example, in regard to the strategic goal of closing the achievement gap, there is a need to disaggregate the diverse populations and better define the attributes of "success." This will allow understanding of the points where specific populations are encountering difficulties in particular programs. Only by understanding these problems at a deeper level will the college be able to identify the most effective interventions.

Evaluation

Middlesex strategic priorities and use of evaluation data have consistently formed the foundation for related planning and analysis that has resulted in new initiatives aimed at increasing student success. For example, the 2003-2006 Strategic Plan had as two of its priorities "increasing the successful course completion rate" and "supporting developmental students." In 2005, a review of data showed that Middlesex Community College faced significant challenges related to student retention and graduation. To address this challenge, advising and retention tasks forces comprised of more than 50 faculty and staff from across the college were formed to analyze data further, research best practices, and make recommendations for initiatives to improve student success. These recommendations were incorporated into a successful Title III Strategies for Success (SFS) project funded by the US Department of Education and completed in October 2013. The project has transformed the institution and been one of the most important factors contributing to improved student achievement as demonstrated by higher persistence and retention rates. Retention has increased from 58% in 2007 to 63% in 2013 and the college now ranks among the top tier Massachusetts community colleges for retention (2013 Massachusetts Community College Key Performance Indicators Linear Trends Report). Moreover, all new positions initially established with Title III funding have been operationalized. The SFS Steering Committee is continuing as a Student Success Working Group so that planning for new initiatives can build on the foundational work of SFS.

The Title III project is an excellent example of how the college utilizes planning processes to analyze performance indicators, identify and implement strategies to improve performance, evaluate outcomes and respond to areas that indicate a need for continued improvement.

While the Title III project did improve persistence and retention, ongoing analysis and evaluation of data shows that the college has still not increased graduation rates significantly. To address success and completion rates, additional new initiatives demonstrating the integration of academic and

fiscal planning include the First-Year Experience, Supplemental Instruction and Complete College America projects and establishment of the Health and STEM Pathways Coordinator and Title III positions. These programs and positions began with grant funding and are being institutionalized and sustained by the college.

Since 1996, Middlesex has consistently implemented and enhanced a program review process that enables the college to evaluate regularly and systematically the achievement of its mission with an emphasis on institutional and programmatic student learning outcomes. When conducting a full program review, faculty and staff teams analyze multiple factors that impact student success and make recommendations for enhancement and improvement. In addition to quantitative data related to retention, persistence, student achievement, and success of recent graduates, the process also takes into consideration qualitative input provided by program advisory board members, students, and an external evaluator. As a result, the final program review report takes into account many perspectives and includes recommendations for the enhancement of programs and services. Through its planning process, the college has prioritized these recommendations, and, if necessary, provided the resources to implement them. For example, academic curricular program review recommendations that have been supported include: curricular modifications, new faculty and staff positions, additional equipment for labs and classrooms, writing coaches, and work-based learning experiences.

Co-curricular program review recommendations have resulted in a change in emphasis from "fitness" to "wellness" in students activities programming, the elimination of activities that were not in direct support of programmatic student learning outcomes, and a tighter integration of curricular and co-curricular planning to support student development of our ISLOs, including the continuation of the Learning Engagement Specialist position originally established with Title III funding. Enrollment Management has used program reviews to create three-year plans for advising, admissions, institutional research and enrollment communications. Additional examples of changes resulting from program reviews may be found in the E-Series Forms. The well-established program review process has created a greater understanding of the value and importance of assessment throughout the college.

The 2012 PACE survey results indicate that the college fosters a consultative/collaborative process related to fostering evidence-based practices.

National Initiative for Leadership and Institutional Effectiveness
2012 Personal Assessment of the College Environment Survey

The extent to which this institution fosters evidence-based practices.	**MCC Score**
Administrators	4.26
Faculty	3.88
Staff	3.82

Mean Score and Organizational Style Key:
1-1.99 Coercive; 1-2.99 Competitive; 3-3.99 Consultative; and 4 - 4.99 collaborative
A score of 1 indicates complete disagreement and a score of 5 indicates complete agreement. Lower scores signal a more coercive environment while higher scores evidence a collaborative climate.

The process for collecting and assessing student demonstrations of learning began in 2007 and has included both an examination of artifacts and behaviors. The involvement of faculty and staff from the beginning has nurtured a widespread acceptance of the value of assessment and subsequent redesign of curricula. One of the most profound impacts occurred through the assessment of student writing in 2007 and 2010, which demonstrated that the samples did not reflect the level of writing expected of students. Further analysis showed that for change to occur there needed to be increased emphasis on writing across the curriculum. This specific assessment initiative resulted in

the overall Middlesex curriculum emphasis changing from inputs (one writing intensive course) to consistent examination of outputs (student learning outcomes). At the institutional level, it provided the impetus for redesign of the General Education courses to include the explicit integration of ISLOs and at the course level, it initiated the use of writing coaches to assist faculty in all disciplines. In 2009, the Critical Thinking assessment reflected the correlation between expected and demonstrated student levels of thinking and learning. This resulted in many more faculty utilizing Bloom's Taxonomy to develop appropriately rigorous student learning outcomes and corresponding learning activity prompts. These examples demonstrate the strong commitment of the college to understanding what its students are learning and using that information to modify and change curricula, pedagogy and services.

A key strength of the Middlesex assessment process is that it has evolved over time and faculty and staff have continually worked to improve its validity and value. They have been supported by the Dean of Assessment and numerous professional development opportunities, including professional days. The Dean of Assessment works with programs and departments to develop and use a variety assessment tools, including rubrics and ePortfolios; and is supported by Assessment and ePortfolio Faculty Fellows. One demonstration of the effectiveness of the professional development initiatives is that in the November 2013 Faculty/ Staff Survey, 75% of respondents (374) indicated that they were familiar with ISLOs and 81% indicated that they integrated ISLOs into their work. Further demonstrating the broad commitment of faculty and staff to understand students learning are procedures developed by the Faculty-Staff General Education Review Committee. These procedures are approved by the Faculty Staff Association to ensure that assessment is considered as an important component of new initiatives, including the curriculum planning and approval process. These requirements, along with the other assessment-related initiatives, ensure that a culture of assessment exists throughout the college to support the planning and evaluation process.

Institutional Strengths	Institutional Challenges
• Middlesex Community College has encouraged college wide evaluation of each strategic planning process, resulting in the planning process evolving to meet the changing needs and maturing of the college. • The most recent strategic planning process was highly inclusive and transparent, involved large numbers of faculty and staff from across the college, offered multiple opportunities for participation, and encouraged diverse ideas and perspectives.	• While the college has consistently increased the use of data to inform decision-making, training is required to help faculty and staff delve deeper into the data and use it even more effectively to improve programs and support student success. • The planning process has included systematic communication with stakeholders; however, the need exists to consistently demonstrate the linkages between strategic planning, departmental planning and new programs to demonstrate connections among initiatives.

Projections

In fall 2014, the college will begin its next strategic planning process. This will be a collaborative effort that will include the college's internal and external stakeholders. A steering committee will facilitate this process and will oversee the design of a strategic plan that supports the mission of the college, and aligns with the state-wide Vision Project goals.

In spring 2015, the college's professional development team, in collaboration with the Institutional Research and Assessment staff, will develop and offer a professional development three-part workshop for faculty and staff that focuses on how to access and use data in the decision-making process. To support the use of data, the college has identified new innovative tools to access data more easily. In collaboration with Information Technology, Institutional Research is working to launch a dashboard tool that includes data on-demand. This tool will provide current data as well as trend analysis that can be accessed from the Internet.

In spring 2014, the President appointed a cross functional Enrollment Planning Committee co-chaired by the

Vice President of Enrollment Management, Research and Planning and the Dean of Admissions to develop an Enrollment Plan. Once this plan is developed, this committee will meet regularly to evaluate and monitor the effectiveness of the enrollment strategies and initiatives, and make changes when necessary.

Beginning in the 2014-2015 academic year, all applications for new and modified academic programs presented to the Curriculum Committee will be required to provide more specific information regarding any significant budget implications created.

Institutional Effectiveness

Middlesex has a strong history of broad-based and inclusive planning and evaluation processes that are well integrated into all segments of the college. Results of financial audits, program reviews, assessment and data collection and analysis are made available through multiple reports to individual departments and the college community. Strategic Plan initiatives are linked to college-identified measurable student success outcomes and related baseline indicators, along with methods for documenting these outcomes. This results in an effective ongoing process for identifying and planning new initiatives, tracking and evaluating results, and continuously improving and enhancing student services and programs.

DATA FIRST FORMS – STANDARD 2

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan	2010	2007-2010	https://www.middlesex.mass.edu/strategicplanning/strategic_planning/0710goals507.pdf
Current Strategic Plan	2014	2011-2014	https://www.middlesex.mass.edu/strategicplanning/downloads/stratdir.pdf
Next Strategic Plan	2018	2015-2018	
Other institution-wide plans			
Master plan			workoom: Sasaki – Middlesex Community College – Master Plan Report – 2007
Academic plan			https://www.middlesex.mass.edu/strategicplanning/strat15.aspx
Financial plan			workroom: Trustee Approved Spending Plans – June and September each year
Deferred Maintenance Plan			workroom
Technology plan	2013	2018	https://www.middlesex.mass.edu/technologycenter/downloads/mccttp13_18.pdf
Enrollment plan			minutes in workroom
Development plan			minutes in workroom
Plans for major units (e.g.,departments, library)			
1 Library Strategic Plan	2013	2012-2013	workroom
2			
3			
4			

The technology and library plans and various program reviews are discussed in each respective standard.

	Year of Completion	Effective Dates	URL or Folder Number

EVALUATION

Academic program review

Program review system (colleges and departments).	https://www.middlesex.mass.edu/programreview/
Program review schedule (e.g., every 5 years)	5-7 years

Sample program review reports

Criminal Justice	2011	https://www.middlesex.mass.edu/programreview/betrc.aspx
Dental Hygiene	2011	https://www.middlesex.mass.edu/programreview/hcpsrc.aspx
Service Learning	2012	https://www.middlesex.mass.edu/programreview/hrc.aspx

System to review other functions and units

Program review schedule	5-7 years
	https://www.middlesex.mass.edu/programreview/sarc.aspx

Student Affairs program review

Sample program review reports

Student Activities, Govt, and Leadership	https://www.middlesex.mass.edu/programreview/sarc.aspx
International and Multicultural Student Programs	https://www.middlesex.mass.edu/programreview/sarc.aspx
Enrollment Communications	workroom
Institutional Research	workroom
Admissions	workroom
Advising	workroom
Library	https://www.middlesex.mass.edu/programreview/downloads/libraryrev.p

Other significant evaluation reports

1 Linear Trends, Workroom	https://www.middlesex.mass.edu/strategicplanning/downloads/lintrends14a.pdf
2 Vision Project and Strategic Plan Outcomes	https://www.middlesex.mass.edu/strategicplanning/visiontable.aspx

MIDDLESEX
Community College
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STANDARD 3 – ORGANIZATION AND GOVERNANCE

Description

Governing authority for Middlesex Community College is vested in the Board of Higher Education (BHE) and a local Board of Trustees in accordance with Massachusetts General Laws. Positive relationships between the BHE, the Board of Trustees, and the President, a highly engaged faculty and staff and a well-designed organizational structure promote effective, transparent governance.

The Governor appoints the Middlesex Community College Board chair and ten of the eleven voting members. The student body elects a voting student trustee. The Board operates independently with no financial interests in the institution. Members serve with no compensation for a maximum of two five-year terms and are subject to Massachusetts conflict of interest laws and State Ethics Commission policies and regulations.

The Board of Trustees is responsible for the effective administrative management and general business of the college. The Board understands the institutional Mission and is organized to support its realization through a subcommittee structure explicitly linked to the Strategic Plan. Each of the following Board subcommittees is chaired by a Trustee and supported by a member of the senior staff appointed by the President. Each subcommittee chair reports its committee's findings and makes recommendations to the full Board on a regular basis. Trustee meetings are open to the public and are attended by the President and Vice Presidents, the Chief Technology Officer, the President of the Faculty Staff Association and the President of the local faculty and professional staff union Massachusetts Community College Council (MCCC) chapter.

Board of Trustee Sub-committees		
Diversity	Investments	Technology
Finance	Presidential Leadership	Trustee Leadership and Self-Assessment
Financial Audits	Student Success	Workforce Development
Institutional Planning		

In accordance with its powers as outlined in Massachusetts General Laws, the Board of Trustees delegates the authority to manage the affairs of the institution to the President, whose full-time responsibility is to Middlesex Community College. Examples include the authority to establish policies for the management of the institution, approve the curriculum and part-time personnel actions, implement student services and programs, manage college properties, make purchases, implement affirmative action policies, and seek, accept and administer grants and gifts. The Board conducts an annual presidential performance evaluation in accordance with criteria established by the Board of Higher Education to ensure the fulfillment of these responsibilities and the college mission.

The President and senior staff, including the Executive Vice President with responsibility for finance and administration, the Provost and Vice President for Academic and Student Affairs, the Vice President for Enrollment Management, Research and Planning and the Chief Technology Officer allocate resources and lead the development, implementation and evaluation of policies, programs and initiatives that fulfill the college Mission and Strategic Plan. The President meets with the executive leadership team on a weekly basis, holds monthly Cabinet meetings during the academic year, and communicates with the college community personally at Faculty Staff

Association and special topic campus-wide meetings, in addition to using email, portal Newscaster, and telephone broadcast messages. The president routinely meets with the Presidents of the Faculty and Staff Association and the faculty-staff union and with representatives from the Student Union Government Association. The President and leadership team work collaboratively to ensure that available resources are allocated to fulfill the mission and planning priorities.

The Provost and Vice President for Academic and Student Affairs reports directly to the President and, in collaboration with faculty and academic administrative staff, is responsible for the quality and integrity of all academic programs. In March 2010, the college hired a new Provost, who began reviewing existing academic and student affairs programs, policies and organizational structures and identified strategic priorities. Based on this review and best-practice research, three alternative organizational models were created and presented to the college community for review, discussion and input. Faculty and staff were encouraged to comment in person at discussion sessions held on the Bedford and Lowell campuses and/or submit comments electronically. The Provost and Vice President for Academic and Student Affairs, after considering the comments of faculty and staff and in consultation with the President, selected and implemented the current organizational structure. The process was then repeated to create the existing student affairs organizational structure.

In 2011, five academic divisions were consolidated into three: Business, Education and Public Service; Health and STEM; Humanities and Social Sciences. Seven Assistant Deans now support the Academic Division Deans as they work to continually strengthen the quality of academic programs and to ensure the consistent application of academic policies and procedures. Oversight of all day, evening, weekend, off-campus, international and online programs is integrated under the direction of the Academic Divisions Deans. All programs and courses are now subject to the same academic policies and processes. Course evaluations are consistently administered in accordance with collective bargaining agreements. To support the fulfillment of the Strategic Plan and key institutional priorities, several additional positions were created including a Dean of Foundational Studies, First-Year Experience and General Education; a Dean of Global Education and a Senior Academic Technology Officer. In August of 2014, the Division of Health and STEM was reorganized into two separate divisions: the Division of Science, Technology, Engineering and Mathematics; and the new Division of Nursing and Allied Health.

The Student Affairs area was reorganized in 2012 to align services within four areas: Tutoring Services, Student Support Services, International and Multicultural Student Affairs, and the Center for Leadership and Engagement. This alignment promotes collaboration and the provision of creative programs and services.

Middlesex Community College is subject to collective bargaining agreements negotiated by the Board of Higher Education. The Massachusetts Community College Council (MCCC) represents faculty and professional staff. The MCCC Day Agreement governs employment-related issues for full-time faculty and full- and part-time professional staff. Conditions of employment, hours and benefits of part-time faculty are addressed by a separate BHE-MCCC agreement. The Management Association Committee on Employee Relations (MACER), comprised of representatives from the administration and the local MCCC chapter, meets monthly during the academic year to address contract issues. The American Federation of State, County and Municipal Employees (AFSCME) represent secretaries, bookkeepers, technicians, and facilities staff. Policies and procedures for administrators are outlined in the Board of Higher Education Non-Unit Professionals Personnel Policies Handbook.

The Faculty and Staff Association (FSA) gives faculty, professional and administrative staff a substantive voice in college governance. In accordance with its by-laws, the FSA meets three times a semester with the purpose of making curriculum and policy recommendations to the President.

Through its committee structure, it works for the welfare of students, the advancement of educational excellence, the improvement of institutional facilities and the promotion of academic integrity and professional standards. The FSA voting membership includes all full- and part-time faculty, professional staff, and administrators. Student representatives also attend FSA General Assembly meetings and participate on committees as appropriate. The FSA Executive Committee and the Provost and Vice President for Academic and Student Affairs meet as appropriate throughout the academic year to discuss important issues.

The FSA is designed to support effective, collaborative institutional decision-making. It provides a forum for the President and Vice Presidents to update faculty and staff on important federal, state and institutional issues and for its membership to openly debate key academic and student success initiatives. The appropriate FSA committee considers proposed changes to the curriculum and academic policies. If approved at the committee level, recommendations are formally made to the FSA General Assembly for its review, discussion and approval. Proposals approved by the FSA membership are forwarded to the President, or designee, for final approval and adoption.

Faculty and staff have many additional opportunities to impact college governance. Specific examples include active participation in division and department meetings, program reviews, the assessment of student learning, and faculty/professional staff search committees. Additionally, faculty and unit staff may become engaged in the Massachusetts Community College Professional Association faculty union sabbatical, tenure and negotiation committees.

The inclusion of the student voice in decision-making is an institutional priority. Students have a strong role in the governance of the college through the Student Union Government Association (SUGA), a voting student representative on the Board of Trustees and up to two student representatives on each Faculty and Staff Association Committee. These students may also attend FSA General Assembly meetings. Student representatives served on the most recent Strategic Planning Steering Committee and the student body was encouraged to participate in strategic planning summits. When appropriate, student representatives also participate in faculty, staff and administrator hiring processes, including the 2013 search for a new Vice President for Enrollment Management, Research and Planning.

The Student Union Association (SUGA), a sixteen member board led by Bedford and Lowell campus co-chairs, 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. The President meets with the group at least once annually and informally as the need arises. A combined Board of Trustees and Student Union Government Association meeting is held at least once a year to discuss important student issues.

Appraisal

As one of the fifteen Massachusetts community colleges, Middlesex is organized to promote the fulfillment of system and local priorities as described in the college and system Mission Statements. The Board of Trustees, executive leadership team, Faculty Staff Association and Student Union Government Association facilitates the accomplishment of the institutional Mission and Strategic Plan; ensures compliance with state, federal and accreditation regulations and standards and promotes public accountability. Teaching, learning and service are prioritized as core institutional purposes and supported through an organizational structure that encourages college-wide participation in planning, assessment and decision-making. Inclusive practices, open communication and resource allocation aligned with institutional purposes characterize the college environment.

The college is committed to the review and continual improvement of its organizational structures, leadership and communication strategies to ensure continued institutional effectiveness in an evolving campus, fiscal and regulatory environment. Over the past five years, the Board of Trustees has reviewed and strengthened its subcommittees. The college's organizational structure has been reviewed and restructured. The evaluation of college leadership has been more widely institutionalized. The Faculty Staff Association has updated its by-laws, and college-wide communication strategies have been expanded and enhanced.

In 2012, the incoming Chair of the Board of Trustees reviewed and restructured the Board's subcommittees to further strengthen its capacity to support fiscal and institutional planning, ensure mission fulfillment, and monitor institutional effectiveness, compliance with state, federal and accreditation requirements, and ethical standards. Formerly, subcommittees focused most closely on new strategic directions, fiscal planning, investments and an evaluation of presidential leadership. The new subcommittee structure maintains its focus on these areas and strengthens the Board's oversight of institutional planning and public accountability. It also provides opportunities for Trustees to support and assess progress toward the attainment of student success, diversity, and workforce development goals. Each subcommittee is now chaired by a Trustee and supported by a member of the senior management team. This ensures effective two-way communication regarding committee-related institutional policies and challenges while providing Board members with ready access to up-to-date information and best-practice research. Subcommittee findings are regularly presented and discussed at Trustee meetings and inform policy and resource allocation deliberations.

In 2013, the Board of Trustees conducted its first annual self-evaluation to assess the degree to which it is organized to effectively influence the development and fulfillment of the institutional Mission and Strategic Plan; understand and adequately oversee the educational programs, services and fiscal condition of the college; and monitor institutional effectiveness. Findings documented significant areas of strength including the efficient delegation of responsibility for the administration of the college to the President; the effective evaluation of the President; a strong concern for student success; a clear understanding of the college Mission and fiscal condition, and knowledge of the Board's legal responsibilities. Through this self-assessment, the Board also documented a need to increase its knowledge of Middlesex Community College's educational programs and services, and to develop a system to evaluate their effectiveness at the Board level. This need is being addressed through the new Student Success subcommittee.

Over the last five years, the Faculty and Staff Association (FSA) has continuously assessed and revised its by-laws to better fulfill its goals and improve communication between the FSA Executive Board, its members and the various FSA committees. Examples of recent changes include:

1. Scheduling the election of FSA committee chairs from September to the end of the previous school year in May, allowing committees to begin their work earlier in the academic year.
2. Revising the eligibility criteria to serve as an FSA officer by excluding the President, Provost, Associate Provost, Vice Presidents, Dean, Associate Deans and Assistant Deans.

This change underscores the FSA's role as an advisory group to college leadership and supports the inclusion of diverse perspectives in organizational decision-making. While 74% of faculty and staff respondents to 2013 Faculty/Staff Survey perceived the Faculty Staff Association as effective or extremely effective, questions have emerged about which changes require the approval of the Faculty Staff Association and which FSA committee should consider specific proposals. To improve clarity, FSA Committees reviewed their mission and purpose statements and revised them as necessary, with proposed changes discussed and voted upon by the full FSA in May 2014.

Opportunities for collaboration between the Student Union Government Association (SUGA), college leaders and the Faculty and Staff Association (FSA) have increased in recent years. Administrators meet with SUGA members to get feedback on issues affecting students and to better understand student needs. As a result, many new initiatives have been implemented. Examples include:

1. Website enhancements
2. A new smart-phone/mobile device app
3. Expanded wireless connectivity
4. Shuttle service between the Bedford and Lowell campuses
5. The establishment of Middlesex Community College as a smoke-free college
6. New Campus Safety Officer Positions.

Three years ago, the FSA membership voted to permit up to two students to serve, as voting members, on each FSA committee. This has enriched committee discussions through the inclusion of the student perspective and broadened students' understanding of institutional issues. In addition, these students may attend FSA General Assembly meetings as non-voting observers.

One of the most important aspects of the new academic affairs organizational structure previously described is the centralization of the responsibility for all sections of divisional courses offered on either campus, off campus, online, during the evening and weekends. Courses offered through non-traditional delivery methods, such as accelerated, hybrid, online flexible studies, dual enrollment and learning communities are now fully integrated within the associated academic program or department overseen by a Dean, an Assistant Dean and a Department Chair. This structure ensures that all courses, regardless of their delivery method, location or schedule are subject to the same policies and quality standards.

The college's integrated student and academic affairs model leverages the combined expertise of faculty, professional staff and administrators to improve student learning and success rates. It promotes the provision of aligned curricular and co-curricular student learning opportunities. It also directly links the design of academic and student services to student needs as identified by faculty. This model also promotes student engagement in campus life through course-linked activities and service-learning initiatives. It further supports effective collaborations between Student Affairs professionals and faculty as they work to provide appropriate disabilities support services and accommodations to students and to manage student behavior issues.

The effectiveness of the Middlesex organizational structure was assessed in 2012 using the National Initiative for Leadership and Institutional Effectiveness Personal Assessment of the College Environment Survey. Some key findings related to organizational structure, communication, and decision-making are noted in the following table.

National Initiative for Leadership and Institutional Effectiveness
2012 Personal Assessment of the College Environment Survey

Organizational Structure	MCC Score	National Norm
The extent to which this institution is appropriately organized.	3.61	3.22
The extent to which I receive adequate information about important college activities.	4.04	3.61
The extent to which information is shared within this institution.	3.55	3.11
The extent to which decisions are made at the appropriate level at this institution.	3.60	3.17
The extent to which I am able to appropriately influence the direction of this college.	3.35	3.10

Mean Score and Organizational Style Key:
1-1.99 Coercive; 1-2.99 Competitive; 3-3.99 Consultative; and 4 - 4.99 collaborative
A score of 1 indicates complete disagreement and a score of 5 indicates complete agreement. Lower scores signal a more coercive environment while higher scores evidence a collaborative climate.

Overall, Middlesex Community College faculty and staff rated the organizational structure as more effective (3.77) than the national norm (3.38). Employees were more likely, however, to highlight concerns rather than strengths in their written comments on the 2012 PACE survey. Some important issues that emerged related to effective communication, new administrative positions in academic affairs and heavy workloads. It is important to note that an extensive reorganization of academic and student affairs was in progress at the time of this survey and uncertainty about its impact may have influenced the number of issues raised. In the November 2013 Faculty and Staff Survey, 87% of faculty and staff who expressed an opinion reported that the college's organizational and governance structure is effective in ensuring the quality of the academic program and 74% rated it as effective in ensuring college-wide communication.

The standards, policies and processes for evaluating the President and non-unit administrators, including all Vice-Presidents, Deans and Directors, are defined by the Massachusetts Board of Higher Education (BHE). The Middlesex Board of Trustees conducts a fully-compliant, annual presidential evaluation, including their assessment of institutional accomplishments, and submits it to the BHE for its review and action. In recent years, the college has strengthened its focus on the regular and systematic evaluation of all non-unit professionals in compliance with the Board of Higher Education Non-Unit Professionals Personnel Policies Handbook. In addition, over the last four years, academic and student affairs administrators have engaged in college-wide 360 evaluations of their performance.

As in many large, multi-campus institutions with large numbers of part-time faculty and staff, communication is challenging at Middlesex. The college continually assesses the effectiveness of its communication strategies and makes widespread use of technology and on-campus forums, trainings and meetings to inform all employees of important institutional information, policies and procedures and to encourage participation in planning, program development, decision-making and assessment initiatives. Examples of communication strategies include the following:

- Faculty Staff Association (FSA) presentations by the President, Vice Presidents, Committee Chairs and leaders of major college initiatives
- Convocation addresses by the President and Provost
- Inclusion of the FSA and MCCC Union Presidents at Middlesex Community College Trustee Meetings
- Regularly scheduled Cabinet, Division, Department and FSA Meetings

- College-wide summits and forums to discuss significant college issues
- Two all-college Professional Days annually
- An extensive program of professional development and training workshops
- Inclusive summer newsletter emailed to the college community
- Text emergency notification system
- Email for students, faculty and staff
- Online Newscaster and phone broadcast messaging systems
- College Blog, Facebook and Twitter posts
- Video Message Boards in prominent locations
- New website and smart-phone mobile applications

In addition, the recent reorganization of Academic and Student Affairs established Assistant Dean positions, making administrators more readily available to staff and faculty on both campuses. Surveys, open forums and focus groups asking faculty and staff for feedback from high-ranking administrators have also become common. Examples include strategic planning and mission development summits and forums on issues related to the organizational structure, student achievement gaps, course scheduling practices, and tutoring.

Institutional Strengths	Institutional Challenges
• The Board of Trustees' new organizational structure strengthens the Board's capacity to fulfill its fiscal, policy development, planning and evaluation responsibilities and to monitor the fulfillment of the Mission and Strategic Plan. • Students, faculty and staff have a strong, effective voice in college governance. • The new academic and student affairs organizational structure strengthens our institutional capacity to ensure the consistent quality, content and evaluation of academic programs, support services and student learning expectations across all course offerings and the consistent application and evaluation of academic policies and procedures.	• The college's commitment to effective communication is exemplified through its expanded use of email, social media, and broadcast messages; a redesigned web site; Faculty Staff Association presentations and announcements; and college-wide summits and forums. While the efforts have successfully improved communication, some segments of the college community report the need for further improvement. • While the Faculty Staff Association provides an effective forum for discussion and college governance, it is not always clear to all of its members which programs, policies and practices should be referred to this body for a recommendation prior to formal adoption.

Projections

Beginning in academic year 2014-2015, the Faculty Staff Association Executive Committee will review bylaws, policies, and procedures with the goal of promoting efficacy and clarity. By the end of the fall 2015 semester, recommendations will be made to college leadership regarding any changes.

Institutional Effectiveness

Middlesex is committed to evidence-based practice, the assessment of student learning outcomes, and the regular evaluation of the curriculum, programs, services, personnel and organizational structures. The Board of Trustees evaluates the performance of the President annually and has designed a self-assessment instrument to evaluate its effectiveness. The Faculty Staff Association assesses its by-laws and committee structures periodically. Evaluations of college employees are conducted in accordance with appropriate collective bargaining or management agreements. In addition, faculty and staff engage in 360 evaluations of academic and student affairs administrators to supplement the performance review process.

DATA FIRST FORMS – STANDARD 3

Name of the related entity	Commonwealth of Mass/Dept. of Higher Education
URL of documentation of relationship	http://www.mass.edu/

Governing Board	**URL**
By-laws	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15a
Board members' names and affiliations	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1251#Middlesex_Community_College_Board_of_Trustees
Board committees	

	URL or document name for meeting minutes
Trustee Finance Committee	workroom
Trustee Investment Committee	
Trustee Audit Committee	
Trustee Workforce Development Committee	
Trustee Institutional Planning Committee	
Trustee Student Success Committee	
Trustee Leadership Evaulation Committee	

Major institutional committees or governance groups*

	URL or document name for meeting minutes
Middlesex Community College Foundation	workroom
Faculty/Staff Association (FSA)	https://teamsites.middlesex.mass.edu/fsa/FSA%20Minutes/Forms/AllItems.aspx
FSA Standing Committees	https://teamsites.middlesex.mass.edu/fsa/_layouts/WopiFrame.aspx?sourcedoc=/fsa/Lists/Announcements/Attachments/49/FSA%20Constitution%20and%20ByLaws%20rev.%20may%202,%202013.pdf&action=default&Source=https%3A%2F%2Fteamsites%2Emiddlesex%2Emass%2Eedu%2Ffsa%
Student Union Government Association (SUGA)	https://www.middlesex.mass.edu/studentactivities/sugamain.aspx
President's Cabinet	workroom
Vice President's Council	
OPCAL-Operational Calendar Group	
BUG-Banner Users Group	
Enrollment Planning Committee	
Data Security Committee	
Web Committee	
Faculty Staff Assoc. Academic Technology Committee	

Standard 3: Organization and Governance
(Locations and Modalities)

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

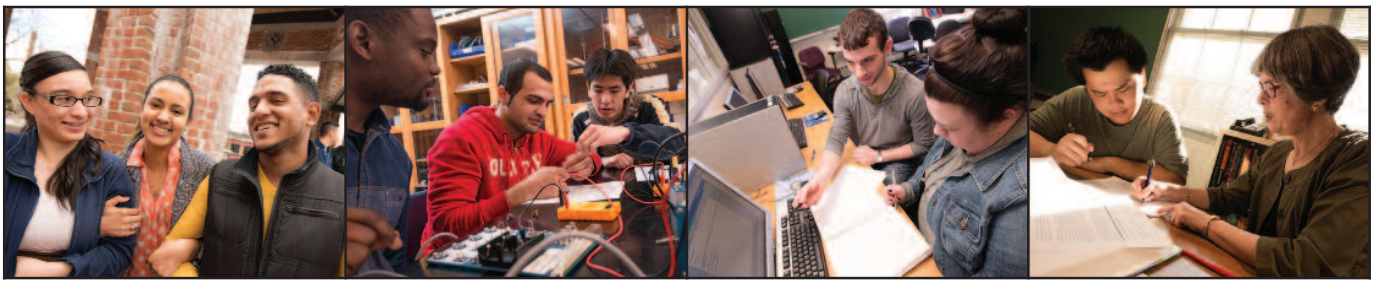
	City	State or Country	Date Initiated	Enrollment*
Main campus	Bedford	MA	1970	4656
Other principal campuses	Lowell	MA	1987	5148
Branch campuses				
Other instructional locations				

Distance Learning, e-learning		Enrollment*
	Date Initiated	2215
First on-line course	1996	
First program 50% or more on-line	2003	
First program 100% on-line	2006	

Distance Learning, other		Date Initiated	Enrollment*
Modality			

Correspondence Education		Date Initiated	Enrollment*

Low-Residency Programs		Date Initiated	Enrollment*
Program Name			



The Academic Program

Standard 4.0

STANDARD 4 – THE ACADEMIC PROGRAM

Description

Middlesex Community College offers academic programs tailored to meet the diverse, evolving needs of our students and communities. Committed to excellence and evidence-based practice, faculty and staff use program review findings, student learning assessment results and best-practice research to ensure the efficacy of the college's academic offerings. Under the leadership of the Provost and Vice President of Academic and Student Affairs, all college-sponsored academic programs are subject to consistent standards of academic quality and expectations for student learning regardless of when, where or how they are offered. Faculty and professional staff play a critical role in the design, assessment and improvement of the curriculum, academic programs and policies. Ensuring integrity in the award of academic credit and the admission, and retention of students is a fundamental institutional commitment.

The Academic Program

The institution's programs are consistent with and serve to fulfill its mission and purposes. Middlesex offers 56 associate degree and 24 credit certificate programs. Approximately 88% of students enroll in degree programs, 9% in certificate programs and 3% as undeclared majors. Associate in Arts degree programs are primarily designed to prepare students for further higher education in the liberal arts and sciences. Associate in Science degree majors are more career-focused, although concentrations for students interested in earning a bachelor's degree in the field are offered in Business Administration, Computer Science, Criminal Justice, Early Childhood Education, Elementary Education, Engineering Science, Human Services, Information Technology and Paralegal Studies. Consistent with institutional mission and the Vision Project benchmarks, the college has increased enrollment in high demand programs from 17.1% in FY2011 to 20.6% in FY2014. To support student transfer to baccalaureate degree programs within Massachusetts Public Higher Education, the Curriculum Committee has designed program development templates outlining *MassTransfer* program requirements for both transfer and career programs to help maximize course transferability. Since FY2011, the percentage of students completing *MassTransfer* requirements, a Vision Project benchmark, has increased from 23.5% to 39.5% in FY2013. An Associate in Applied Science degree was offered in Telecommunications Technology until 2013.

Associate degree programs require a minimum of 20 courses and 60 college-level credits, the attainment of college-level skills in the English language through the satisfactory completion of English Composition I and II, a general education core curriculum in the liberal arts and sciences and specified coursework in the area of concentration. Information literacy instruction supports student use of information technology and information literacy. Degree program requirements range from 60 credits to as high as 75 when necessary to meet the requirements of highly specialized fields and external program accrediting agencies in areas such as Dental Hygiene and Diagnostic Medical Sonography. Certificates require a shorter sequence of courses focused on career, occupational or professional studies. Graduates must earn a minimum of a 2.00 grade point average and meet residency requirements. A maximum of 45 transfer or experiential learning credits may be used to satisfy associate degree requirements. A minimum of nine credits in the major must be completed in residence at Middlesex Community College.

Courses are offered in classroom, laboratory, practicum and clinic settings, online, and as hybrid models. Face-to-face instruction is provided on the Bedford and Lowell campuses and in high

schools, businesses and community organizations during the day, at night and on the weekends. Expectations for student learning, course content, prerequisites, grading systems and credits are consistently applied to all sections of a course, regardless of when, where or how the course is offered. Contractual arrangements, and where necessary, transfer articulation agreements, are in place to ensure the award of credit and the continued accessibility of these resources to students enrolled in off-campus class sections.

A comprehensive offering of online and hybrid courses generated 3,322 course enrollments in all 2013. Eleven associate degrees and five certificate programs can be completed entirely online excluding labs. Students can complete 50% of an additional 38 programs online. In any given semester, approximately 15% of Middlesex Community College students are enrolled in an online section which is well within the institution's capacity to assure both academic quality and appropriate student support. A web-based survey helps prospective online students decide if it is an appropriate option for them. An organizational structure that centralizes responsibility for all course section offerings by academic discipline supports the consistent quality and learning expectations of all class sections, including online offerings, and the consistent application of the credit-hour policy. Fall 2013 student success rates in online and lecture-based courses are 71.7% and 78.6% respectively. Retention rates, measured by the percent of new students taking an online course their first semester, have increased from 49% in fall 2009 to 53% in fall 2012 (S Series).

Decisions to offer a specific course title online is based on its fit with the academic needs of the target student population, successful course completion rates, and the availability of trained faculty interested in teaching online. Prior to teaching online, faculty must complete an eight-week, 30-hour training program that addresses best practices in online instructional design or document specified online course development and teaching skills. Resources for online teaching are accessible on the Blackboard Learning Management System. Criteria have been established for the approval of newly designed online courses by the Academic Dean. This criteria includes a review of learning objectives and related class activities, assignments and assessment methods. A mentor is assigned to all faculty teaching online for the first time to assist with issues ranging from basic course design to educational theory.

Hybrid courses integrate online and on-campus instruction in several course areas. Online lab science courses always require a weekly on-campus lab. In addition to formal hybrid courses, many faculty members include an online component to their classes. They may use it to post class materials and assignments; supplement class discussion; support team-based class projects and provide access to additional educational resources.

Flexible Studies offers day, evening and weekend access to self-paced courses in reading, writing, English Language Learner, computer applications, and many world languages. Flexible studies courses are adaptable to diverse learning styles through the incorporation of web-based technologies, computer programs, audio-visual material and one-on-one and small group instruction. The program now reports to the Dean of Humanities and Social Sciences, a change that has encouraged greater collaboration between its instructors and classroom-based faculty. Flexible studies instructors now routinely participate in the development of departmental course policies and assessment norming sessions.

Based on institutional and best-practice research documenting the link between early college experiences and overall student success, the college has focused on building a strong foundational year for entering students**.** In 2007, Middlesex Community College was awarded a five-year Title III Strengthening Institutions Grant entitled Strategies for Success (SFS) to support the college's transition to a developmental advising model and the redesign of first-year, college-level gateway

courses as well as exploration courses for students who want to explore a major area and earn college-level credit while fulfilling developmental English or math requirements. All SFS courses and activities embed the following core student success skills: critical thinking, collaboration, communication, organization, and self-assessment. The SFS team regularly assessed the impact of its activities and documented gains of as much as 17 percentage points in retention rates for students enrolled in redesigned classes and 32 percentage points for students advised through the new developmental model. Work is underway to expand the efforts initiated as part of the SFS project and further develop initiatives that promote student success with a focus on completion generally and closing the achievement gap specifically. To this end, the college has formed a Student Success Working Group comprised of a cross-functional team of over 20 faculty and staff. The purpose of the Student Success Committee is to promote student success by identifying, monitoring and assessing Middlesex Community College student success initiatives and making recommendations and proposals for their coordination and assessment.

Established in 2011 through Massachusetts Board of Higher Education Performance Incentive Funding, the college's innovative First-Year Experience (FYE) courses build on the success achieved through the Strategies for Success grant and incorporates nationally-recognized, high-impact practices documented as contributing to improved persistence, retention, graduation and transfer. Through FYE, students complete three, one-credit experiences that combine to satisfy a three-credit general education elective within their first 30 credits. Course options include General Education Seminars in:

- First-Year Experience
- Leadership
- Service-Learning
- Undergraduate Research
- Career Exploration
- Career Development
- Wellness
- STEM

Still in its pilot stage, the program is currently required for students enrolling in the Liberal Studies, Early Childhood Education, Early Childhood Education Transfer, and Elementary Education programs. Based on promising assessment results, it is anticipated that it will become a requirement for all entering students over the next few years. To date, over 25 faculty and staff have participated in workshops and webinars designed to enhance FYE courses and support programs.

Five-year trend data documents the continuing need for developmental education to prepare students for success at the college-level.

Entering Students Placing Into Developmental Course Levels

Academic Area	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Mathematics	52%	53%	60%	60%	54%
Reading	28%	27%	27%	27%	28%
Writing	52%	54%	56%	53%	55%

Some higher-level developmental students were able to complete developmental-level coursework in one semester. Others could take three or more semesters to attain the proficiency required for success at the college-level, negatively impacting their persistence and success. In response, the

college designed and fully implemented a successful accelerated developmental Mathematics program and is piloting developmental Reading and Writing accelerated options as outlined below.

New Accelerated Developmental Education Programs

- Since fall 2011 with the full implementation of RAMP-Up mathematics, each four-hour weekly class section is taught by one instructor and a professional tutor who provide modular, mastery-based, technology-mediated instruction to 30 students in one of six new math labs. A grade of C or better in all 12 RAMP-Up modules is required to complete the full developmental mathematics sequence. To earn transcript credit, students must complete at least four within a semester. The successful course completion rate of RAMP-Up students was 71% in fall 2013, compared to a rate of 53% for the fall 2010 comparison year in traditional developmental math. The program is based on a National Center for Academic Transformation model.
- The Accelerated Learning Program (ALP) is designed for students who place into the developmental-level ENG 071 Basic Writing Course but who also achieved a college-level reading score. ALP students simultaneously enroll in ENG 099 Writing Skills Seminar and ENG 101, a college-level writing course. This acceleration program allows students who qualify to take ENG 101 while finishing up developmental coursework. ALP students are enrolled in ENG 101 sections with non-ALP students taking ENG 101 through placement or through the traditional developmental course progression. In fall 2013, the ALP program allowed 109 students to take ENG 101, a course that they would not have been eligible to take in the traditional developmental sequence. The effectiveness of ALP has been confirmed in Institutional Research data: In fall 2013, 77% of ALP students and 68% of non-ALP students successfully completed ENG 101 English Composition.
- A six-credit, integrated reading, writing and critical thinking course for students requiring developmental writing and reading is currently being piloted and assessed. The course meets the credit-hour policy and equates to 270 hours of engaged academic time over the span of one semester. While enrolled in this course, students may take up to an additional three courses (nine credits) to fulfill a full-time schedule of fifteen credits. However, some students do take fewer courses

Traditionally the English Language Learner (ELL) curriculum consisted of multiple levels of stand-alone, sequential courses that addressed the development of reading and writing, listening and speaking, and grammar and communications skills separately. Based on a review of best practices, institutional assessment data, and time to completion, ELL faculty revised the curriculum and, in 2013, began a pilot program to assess its effectiveness. Based on the results, two, upper-level combined reading and writing courses were designed for the following two cohorts (1) 1.5 generation students primarily educated in the United States and (2) students previously educated in their native country. Piloted in spring 2014, these courses are designed to prepare students to move directly into college-level composition courses without having to take one to five additional developmental English reading and writing courses. Work is continuing on redesigning the remainder of the ELL sequence.

The college enriches student learning by offering independent study, honors, service-learning, global, and entrepreneurship educational options, and co-curricular experiences linked to academic course work as outlined in the following chart.

Examples of Middlesex Community College Academic Enrichment Programs

- Independent study contracts allow qualified students to work with a faculty member to earn up to six credits in a course not formally offered at Middlesex Community College. All

contracts are approved by the faculty member, their Academic Dean, and the Provost/Vice President for Academic and Student Affairs.

- Honors programming provides challenging opportunities for high academic achievers to learn at a more advanced level by enrolling in designated honors courses or completing an honors contract by special agreement with a faculty member. Honors credit is noted on transcripts and qualified graduates earn transcript designation as Honors Scholars. Between FY2009 and FY2014, enrollment in honors courses increased from 129 to 231.
- Service-Learning has been embedded in academic coursework to connect learning to the fulfillment of community needs for more than 20 years at Middlesex Community College. Service-learning experiences are noted on transcripts and are required by the Early Childhood Education, Elementary Education, Human Services and Psychology associate degree programs. In 2013-2014, 1,100 students performed 24,000 service hours in 64 class sections.
- The development of Global Education is guided by the International Advisory Board comprised of college, community and business leaders and students with expertise and/or a strong interest in global education, related workforce training needs and cultural exchange opportunities. Examples of strong global education initiatives include:
  - Associate in Arts, Liberal Arts and Sciences Global Studies, World Languages and Chinese Studies concentrations;
  - Faculty participation in the Asian Studies Development Program's three-week summer seminar to infuse Asian studies into their curriculum;
  - Three-credit International Education Fellowships that include a series of related lectures, readings, papers and other requirements including a visit to the country accompanied by a faculty member. Some have incorporated a service-learning component. There were 387 students enrolled in International Education Fellowships between 1992 and 2013.
- Entrepreneurship opportunities are offered as an avenue to employment and a way for students to develop creative approaches to problem-solving. Examples of significant ways that Middlesex Community College supports its entrepreneurship programs include:
  - The addition of an Assistant Professor of Entrepreneurship charged with revising the entrepreneurship program;
  - An Entrepreneur-in-residence program;
  - An Innovation Development and Entrepreneur Assistance Center (IDEA Center), to provide meeting space and resources for students exploring their entrepreneurial ideas;
  - A student club that sponsors a monthly speaker series;
  - Engagement with the Deshpande Foundation Merrimack Valley Sandbox Initiative that allows students to compete for resources to help plan and launch their entrepreneurial ideas; and
  - New entrepreneurship courses including an innovative Social Immersion course in which student entrepreneurs partner with social service agencies to plan and launch a business venture, donate 40 hours of community service and donate all profits above $500 to that agency.

Middlesex Community College's commitment to expanding access to higher education to Massachusetts high school graduates is exemplified through the following examples of high school-to-college programs.

Programs to Expand Access to Higher Education to Massachusetts High School Graduates

- Early College Board Accuplacer Testing assesses the college-readiness of high school sophomores and juniors, and provides the time for them to improve their academic skills before graduation. In 2012-2013, 948 students from nine high schools were tested in mathematics, reading and writing.
- The Middlesex Community College Dual Enrollment Academy enables high school students to simultaneously earn transferable college credit and credit toward high school graduation. Consistent with the NEASC Policy on Dual Enrollment Programs, Middlesex only offers Dual Enrollment courses that are part of our established curriculum. Nearly all Dual Enrollment students enroll in courses that meet the requirements of the *MassTransfer* Block, a portable block of general education courses. The program is funded by the Massachusetts Department of Education and supported by the college through a 41% discounted fee structure. In fall 2011, Middlesex and Lowell High School partnered to launch a new Dual Enrollment program at the high school offering transferable general education courses that enrolled 139 students in 2013. Dual Enrollment programming is also offered on site at the Billerica Memorial High School. Since fall 2009, the number of dual-enrolled students has increased from 78 to 339 in fall 2013. Through thoughtful selection, orientation and ongoing support, dual-enrolled students excel at Middlesex, with course completion rates that exceed the all-college rates just above 70%.

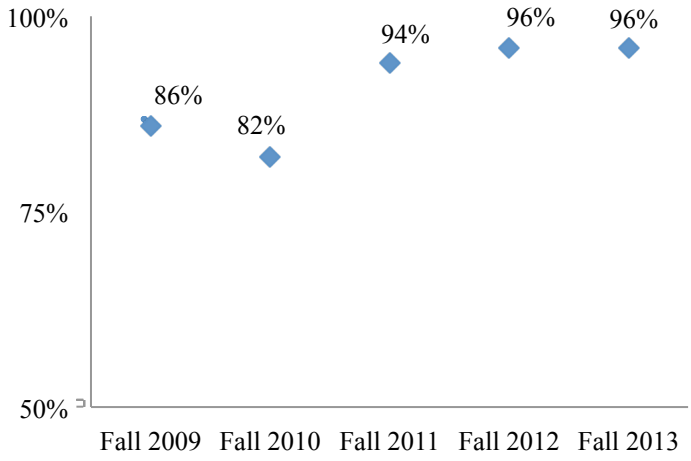


Figure 3. Dual Enrollment Course Completion Rates

- College credit is awarded in 25 Middlesex Community College programs to students who meet articulation agreement requirements signed with twelve high schools. These agreements allow students to avoid duplicative coursework, take advantage of more advanced learning opportunities, accelerate their time to degree, and save on tuition and fees.

Workforce Development

In addition to career-focused associate in science degrees and certificates, the college fulfills its regional workforce development mission through its responsive Corporate and Community Education programming, innovative Academy for Health Professions, an accelerated Business Administration Transfer program and collaborative civic and business partnerships. In addition, the college operates Massachusetts One-Stop Career Centers in Cambridge, Chelsea and Woburn that provided job-search and placement services to over 20,000 clients in 2013-2014. Highlighting the

essential link between workforce development initiatives and traditional academic programming, The Dean of Corporate and Community Education is a member of the Academic Deans Council and reports directly to the Provost and Vice President of Academic and Student Affairs. Together, they co-chair the Workforce Development Council described below.

Examples of Workforce Development Initiatives

Corporate and Community Education meets an ongoing business need for cost-effective education and training. Program managers work individually with employers to assess their training needs, customize programs, and work with Middlesex Community College's academic divisions to implement responsive credit and noncredit programs. Over 170 companies and organizations from 48 cities and towns have been supported since 2004. Credit courses offered off-campus are held to the same standards and policies as on-campus courses. Course content, prerequisites and instructional hours, the evaluation of syllabi and hiring and evaluation of faculty are consistent with on-campus standards.

Community Education offers noncredit courses, programs and certificates and, in recent years, has focused on expanding workforce development educational programs. For example, an eight course social media certification program is offered to help small business owners market their businesses; a 100 hour program prepares students for an entry-level career as a Nurse Assistant and helps them obtain certification as a Home Health Aide; a Technical Writing certificate program helps students develop their writing skills, improve their effectiveness in communicating technical information and transition into technical writing careers and a program to prepare individuals seeking certification as a Professional in Human Resources or Senior Professional in Human Resources is offered in partnership with the Society for Human Resource Management.

The Academy of Health Professions (AHP), established in 2010 by a team of faculty, administrators, One-Stop Career Center specialists and regional health care providers, provides a non-traditional delivery model that allows students to receive the intensive, comprehensive, content-integrated training necessary for entry-level health positions in approximately 30 weeks. Since spring 2010, 417 students have enrolled at MCC in one of the programs, and 202 students have earned 232 degrees.

Accelerated Business Administration Transfer Program: Students can earn an Associate in Science degree in Business Administration Transfer in as little as 17 months by combining ten-week weekend, hybrid and fully online courses. Degree requirements, class time and student learning expectations are identical to the traditional program. Students have access to all college resources and support services such as libraries, computer labs, academic advising, financial aid and tutoring. Program graduates have transferred to accelerated business baccalaureate degree programs at Merrimack College and Boston University.

The Workforce Development Council includes representatives from Corporate and Community Education, all academic divisions, Enrollment Services, Finance, and community partners from local Workforce Investment Boards, career centers and an economic development council. Examples of responsive new programming emanating from the Workforce Council include noncredit-to-credit articulation agreements in Human Resource Management, Project Management, Nursing Assistant, Phlebotomy, Web Development and Digital Photography; preparation courses for the Massachusetts Tests for Educator Licensure and human resource professional certification testing; new PC Technician/Help Desk, Fiber Optics, and Adobe Creative Suite Certification programs; a Medical Interpreting certificate program; and Chinese for Business courses.

The college actively seeks opportunities to contribute to the economic development of the region through responsive, collaborative workforce development initiatives. Merrimack Valley Partners for Progress is a unique alliance between Middlesex and Northern Essex (NECC) Community Colleges focused on forging closer college and business relationships and dedicated to economic development in the region. By working together, Middlesex Community College and NECC provide a strong educational and training support system and turnkey educational opportunities for the region's workforce. The college is also a founding member of the new Middlesex 3 Coalition established to attract high-quality, diverse businesses to five cities and towns bordering Route 3 by helping to identify development sites, streamline permitting requirements and link potential business with regional business, cultural, educational, financial, and real estate resources.

Program Review and Resource Allocation

Academic and co-curricular program faculty and staff engage in a program review and assessment process that includes an external evaluator, an analysis of the alignment of program and the institutional student learning outcomes, the currency of program objectives and the sufficiency of resources and strategies in place to advance their attainment. Customized program review templates are available to guide academic, student affairs and enrollment management program and department reviews and a relevant data set is compiled by Institutional Research for each area to use as they begin the process. Findings are described in a program improvement plan and are used to enhance student learning within the program and ensure that graduates have sufficient opportunities to develop the discipline-specific and interdisciplinary knowledge, skills, abilities and habits of mind necessary for further higher education and careers. Key findings and recommendations are presented to interested members of the college community at an annual Program Review Showcase. Academic programs and departments that have completed program reviews as of May 2014 are documented in Series E forms.

Funding to support program improvement and development is requested through a formal annual budget process. Priority is given to requests supported through completed program reviews and assessments of student learning and initiatives linked to the fulfillment of the Mission and Strategic Plan. Budget requests begin at the department and academic division level. After discussion and revision at the Dean level, fiscal requests are forwarded to the Vice President of Academic and Student Affairs who works with the Deans to craft a recommended budget. The Vice President's recommendations are discussed with the Budget Director and the Executive Vice President; prioritized in light of requests from other major areas and funded as possible with available resources. In addition, departments can seek financial support for special projects through targeted Middlesex Community College Foundation grants, minigrants, Perkins Grants, or Curriculum Initiative funds set aside for this purpose.

The Undergraduate Program and General Education

Middlesex Community College's associate degree programs include a 21- to 22-credit general education core curriculum and sequential courses in an area of concentration. Opportunities to attain institutional and program student learning outcomes are embedded in each program's curriculum; electives encourage students to explore areas of special interest and instruction in information literacy supports the effective use on information resources and technology. The ongoing revision of general education courses described in the next section further strengthens this connection. Clearly stated curriculum requirements, learning goals and outcomes for all programs are published in the printed and web-based Academic Catalog. Student transcripts accurately document each student's course enrollments and grades, credits, degrees and certificates earned.

General Education

The general education core curriculum introduces students to the broad areas of human knowledge in the humanities and the social, behavioral and natural sciences. It provides graduates with the skills, knowledge, and intellectual understanding they need to function effectively in a dynamic, complex, and interdependent world. General education requirements include English Composition I and II and electives in Humanities, Mathematics, Science, Social Science and Behavioral Science that complement Massachusetts Department of Higher Education MassTransfer program requirements designed to guarantee the transfer of core courses among the public institutions.

The establishment of the following Institutional Student Learning Outcomes (ISLOs) and new academic leadership provided the opportunity for a review of general education requirements for currency, value and fit with the college's definition of an educated person.

Institutional Student Learning Outcomes

- Written and Oral Communication
- Social Responsibility
- Critical Thinking
- Multicultural and Global Literacy
- Quantitative Literacy
- Personal and Professional Responsibility

In 2011, the Faculty Staff Association (FSA) voted to revise the general education curriculum to more directly support the attainment of the ISLOs for students entering the college on or after September, 2014. Previously admitted students may satisfy the requirements in place at the time of their admission. Institutional and program expectations for student learning are published in the Academic Catalog. Course expectations for student learning are published on course syllabi.

The General Education Committee established criteria and an approval process for courses seeking the new general education designation that requires faculty to demonstrate how the course supports and assesses a minimum of three ISLOs to ensure that students have multiple opportunities to increase their expertise with these essential skills. In 2012, the General Education Review Committee was established to review courses submitted through a formal application process for designation as a general education course. Once approved by the General Education Review Committee, Curriculum Committee and the Faculty Staff Association, the ISLOs addressed by the general education course are included in the official course description and on course syllabi. Once implemented, artifacts from approved general education courses will be collected and evaluated to assess the degree to which targeted groups of students have attained expected ISLOs.

The Major or Concentration

Middlesex majors are designed to develop knowledge and skills in a specific academic discipline or interdisciplinary area. A minimum of fifteen credits, including nine within the major, must be completed in residence at Middlesex Community College. Faculty-identified program student learning goals detailing the knowledge, skills and methods of inquiry students are expected to acquire are published in the Academic Catalog. They are attained through a carefully designed curriculum with content ranging from the introductory level to more advanced topics appropriate to sophomore level courses. Discipline specific guides to the identification and appropriate use of information resources and technology are accessible on the Library website to support the attainment of student learning goals. All career programs have advisory boards that meet once or twice during each academic year to review curricula, serve as a resource for labor market trends,

offer recommendations for improvement of facilities and resources, provide input for program review, and act as liaisons for workplace experiences. Middlesex has the third highest six-year success rate (80.6%) among all 15 colleges in Massachusetts based on the *Achieving the Dream* model of graduation, transfer and continuous enrollment.

Integrity in the Award of Academic Credit

Integrity in the award of academic credit is a primary institutional commitment supported through clear, consistently applied, widely disseminated admission, transfer credit award, registration, academic progress, and degree certification processes. The college bases its policy on credits and degrees on guidance from NEASC, which is based on federal regulations. All courses adhere to the credit-hour policy. MCC follows the Carnegie Unit for credit. Students are expected to spend a minimum of 45 hours of work for each credit. The most common breakdown for one credit is one hour of class instruction and two hours of homework for fifteen weeks each semester. A three-credit course requires nine hours each week. The credit-hour policy, clearly articulated in the catalog, is applied to all credit awarded by the college regardless of the modality of the course, location of its offering, or whether it is awarded for any form of prior credit. Effective organizational structures, technology supported processes and assessment practices are in place to ensure the consistent application of clear institutional policies. The college complies with the letter and spirit of accreditation, state and federal policies, processes and regulations, and seeks to provide the academic and student-support programs and resources required by our students, regardless of where, when or how they complete their coursework.

Integrity in the award of academic credit is safeguarded through inclusive processes for the review and approval of new and revised programs, courses and academic policies; an organizational structure with clear lines of authority and responsibility for their administration; and technology to help ensure their consistent application. The Provost and Vice President for Academic and Student Affairs, in collaboration with the Associate Provost, Academic Deans and Assistant Deans, is responsible for providing administrative oversight for the content and delivery of instruction of all credit courses; compliance with the credit-hour, online instruction and Dual Enrollment NEASC policies; the hiring, professional development and evaluation of all faculty; and the development of policies governing the certification of degrees, certificates and the award of academic credit for transfer or experiential learning.

Faculty and staff have a strong role in the integrity of the award of academic credit through the Faculty Staff Association and its Academic Standards, General Education and Curriculum Committees. All proposals for new or revised academic programs, courses, and policies are considered by the appropriate committee and, if approved, moved forward to the Faculty and Staff Association (FSA) for discussion and a vote of the general membership. Approved FSA motions are recommended to the Provost and Vice President for Academic and Student Affairs who, serving as the President's designee, grants final approval. All associate degree program proposals are reviewed in accordance with the Massachusetts Board of Higher Education guidelines as most recently amended in June 2009, which require a minimum of 60 academic credits for the award of an associate degree.

New associate degree programs and certificates requiring more than 29 credits require the approval of the Board of Higher Education. Certificates can range in the number of credits required depending on program goals. In many cases, credit courses offered in Middlesex Community College associate programs are the same as those in our certificate programs. Credit courses specifically developed for certificate programs undergo the standard Middlesex Community College approval

process for content and are evaluated in the same manner as courses offered in our associate degree programs.

Program requirements are widely accessible online and in print in the Academic Catalog, in the DegreeWorks online advising tool, and in recruitment materials. Specific requirements and grading policies are published on course syllabi, which are periodically reviewed by Academic Deans and Assistant Deans, in accordance with collective bargaining provisions, to ensure their adherence to the published course description and related credit hour and other academic policies. The Academic Catalog is updated and published annually. Updates include the addition, revision, or deletion of degree and certificate programs, program requirements, course descriptions, policies, processes and resources.

Academic Deans, Assistant Deans, Program Coordinators, Department Chairs and the Registrar collaborate to build semester Advising Schedules that provide sufficient numbers of course sections at the times and locations necessary to allow students to complete their academic programs on schedule; make effective use of classroom, laboratory and academic technological resources; and ensure adherence to the credit hour policy for courses offered using all teaching modalities. Academic Deans, in accordance with related collective bargaining agreement provisions, make teaching assignments and decisions regarding course pedagogy. One integrated class schedule is published that includes day, evening, on-campus, online, Flexible Studies and accelerated classes. In addition to providing easy access to all class sections to qualified students, this process ensures that the same course description, credits, prerequisites and co-requisites are published for all sections of a course title.

A 2013 five-year trend analysis of fall, spring and summer course offerings revealed the need to create more student-centered class schedules that make the most efficient use of instructional space. As a result, the college successfully redesigned its summer 2013 session calendar, increased online offerings and provided the targeted courses needed to accelerate degree completion. The college is assessing potential changes to the fall and spring course schedules to further ensure the development of a cost-effective class schedule that meets student needs, maximizes the effective use of space and complies with faculty contract provisions.

Admission, Registration, Retention and Graduation

Admission, registration, academic progress and retention policies are widely published in the Academic Catalog, on the website, and in marketing materials. Admission to most degree and certificate programs is open, on a space available basis, to applicants who have earned a high school diploma or GED. Additional requirements for selective programs are widely published in admissions materials, the Academic Catalog and on the website. Acceptance decisions are based on a rubric designed and applied by admission staff with input from program faculty. Enrollment in credit coursework further requires a minimum score of 33 on Accuplacer Reading Skills testing. Electronic registration system functionality blocks enrollment in courses based on published prerequisites and co-requisites, advising policies and academic standing; unresolved debt; and student disciplinary actions. Students enrolled in a course prerequisite may pre-enroll in an upper-level class and then not achieve the requisite course grade. Effective processes are in place to identify these students and re-enroll them in appropriate level courses before the first day of classes each semester. Add, drop and withdrawal policies, published in print and electronic academic catalogs and semester schedules are strictly enforced.

Effective academic progress, course repeat and Fresh Start policies ensure that students make adequate process toward goal attainment. The academic progress policy is based on the student's grade point average, number of credits attempted at Middlesex, and previous performance. It

includes required educational interventions. Students on academic warning must complete an online Academic Warning Workshop which helps them learn more about college policies impacting student success. Students on probation who are eligible to enroll in ENG 101 English Composition I are required to successfully complete the three-credit, transferable PSY 125 Psychology of Success course. A new one-credit General Education Seminar designed for developmental students and linked to a three-credit general education course is being piloted in fall 2014 and will be required for students on academic probation who are not eligible to enroll in ENG 101 English Composition I. Following placement on Academic Probation, students have the next two enrolled semesters to raise their cumulative GPA to a 2.0 or they are suspended. Suspended students may enroll in probationary status after not enrolling for one fall or spring semester and are expected to raise their grade point average to a 2.00 or better within two semesters of their return. Students unable to do so will be suspended again. Students may appeal their suspension in writing through the Office of the Provost and Vice-President for Academic Affairs. Holds are placed on student electronic records to support the accurate and consistent implementation of these policies.

The Course Repeat Policy restricts students to three attempts in any one course. Before enrolling for the third time, students must meet with the appropriate Dean. Students may appeal the Course Repeat Policy by submitting a completed Repeat Course Appeals form to the Provost's Office at least two weeks prior to the start of the semester. Fresh Start allows students who previously attended Middlesex Community College and were not academically successful to submit a written request to the Office of the Provost to establish a new academic record. If approved, all grades earned during the semesters previously attended are excluded from the grade point average and a notation is entered onto the transcript. All credit hours and grades continue to appear on the student transcript.

Graduation requirements, based on entry term, are clearly stated in appropriate electronic and print publications and are consistently applied in the degree certification process using DegreeWorks, which is available to allow students, faculty and advisors to track progress toward degree completion, including the new general education requirements, on an ongoing basis. Graduates must earn a cumulative GPA of 2.00 or higher and at least fifteen credits through formal coursework at Middlesex Community College, including a minimum of nine in their field of specialization. If a program is revised or discontinued, the college provides options to ensure that enrolled students can complete their program in a timely manner. In 2013-2014, the college awarded 232 Associate in Arts Degrees, 903 Associate in Science Degrees, sixteen Associate in Applied Science Degrees and 189 Certificates.

The Student Code of Conduct and the Honor Code provide guidelines to students on their rights and responsibilities. Guidelines for defining plagiarism, developed by a group of students, faculty and staff and approved by the Academic Standards Committee in 2012, helps ensure student awareness and the consistent application of standards of academic honesty across disciplines. Presentations on academic integrity have also been embedded in some sections of the General Education Seminar: First-Year Experience course.

Transfer and Experiential Learning Credit

Students may be awarded up to 45 credits for college-level course work completed with a grade of C or better at an accredited institution or approved through the experiential learning process. All transferred courses must meet any published program and/or prerequisite minimum course grade standards to satisfy these requirements locally. Experiential Learning credit is awarded to students who (1) pass a faculty developed departmental examination; (2) submit a portfolio judged by a faculty member as providing sufficient evidence of related learning or (3) provide documentation

of training or professional certification in compliance with Council for the Advancement of Experiential Learning standards. Participation in the Experiential Learning program and the eligibility of its credits varies by academic department and may be restricted by law or external accrediting agencies. Credit is also awarded based on general and subject area CLEP testing and for military training, education and experience in accordance with ACE Guidelines

Middlesex facilitates student transfer to baccalaureate degree granting institutions through transfer-focused degree programs, transfer counseling services on the Bedford and Lowell campuses, its full support of the Board of Higher Education's *MassTransfer* program and the development of transfer articulation agreements. *MassTransfer* guarantees qualified students the transfer of specified credits, admission to linked programs and tuition benefits within the Massachusetts Public Higher Education system. Most Middlesex transfer programs have been revised to meet *MassTransfer* requirements and functionality has been created within DegreeWorks to allow students to track their progress toward its completion. The college also partners with eighteen public and private colleges and universities through transfer credit articulation agreements designed to ease the transfer process and maximize the transfer of academic credit. In 2012-2013 articulation agreements for 31 Middlesex programs were created with thirteen partner institutions. Transfer articulation agreements are posted on the website.

Student transfer has been further supported through facilitated articulation summits where Middlesex Community College and University of Massachusetts Lowell faculty have met to discuss curriculum alignment and transfer paths and the provision of Salem State University baccalaureate degree completion programs in Criminal Justice, Early Childhood Education and Liberal Studies on-site at Middlesex Community College.

Assessment of Student Learning

A multi-level student learning assessment program led by the Dean for Assessment has the support of faculty, staff and the college leadership. Since 2006, over 180 faculty, staff and students have participated in assessment work by identifying institutional and program level student learning outcomes, contributing student artifacts, participating on assessment teams and using their findings to improve student learning. The results of their work, and how it has been used to improve learning, have been disseminated at All-College Professional Days and at Faculty Staff Association, division and department meetings. The college financially supports the development, implementation and further assessment of improvement strategies linked to assessment results; offers professional development workshops; provides stipends for faculty engaged in assessment work; and funds faculty attendance and presentations at national and local assessment conferences.

Teams of faculty, staff and students engage in an annual assessment process to understand the impact of programs and practices on student learning, how it may be strengthened and to ensure that the level of student achievement is appropriate for the degree awarded. Assessment rubrics for each Institutional Student Learning Outcome (ISLO) are accessible on the Middlesex Community College portal. Examples of related improvements include the redefinition of ISLOs to include Quantitative Literacy, a major revision of the general education curriculum to more fully embed ISLOs, the establishment of transfer articulation agreements based on inter-institutional common course expectations for student learning; and the development of vertical alignment curriculum teams between local high schools, Middlesex and transfer institutions to establish common outcomes. Beginning fall 2014, all general education courses will identify, assess and be prepared to present full sets of student artifacts that represent ISLO achievement for ongoing institutional-level assessment.

Student learning assessment is evidence-based. Direct evidence of student learning, actual student work or demonstrations of learning, is collected and assessed by trained faculty using approved rubrics. The college makes extensive use of embedded assessments, rather than standardized tests, to increase the relevancy and immediate usefulness of assessment results. The use of student e-portfolios to gather direct evidence of student learning is in a pilot stage. This direct evidence is sometimes complemented with indirect sources such as data from the Community College Survey of Student Engagement, institutionally developed student surveys and focus groups, and institutional tracking data including persistence, retention, graduation and course completion rates.

Program level assessment is based on clear published program student learning outcomes (PSLO) mapped to multiple course/learning experiences. Several career programs require experiential learning in which feedback is provided to students by program faculty and supervisors at clinical, internship, co-ops and service learning placements. Examples include Biotechnology, Dental Hygiene, Diagnostic Medical Sonography, Early Childhood Education, Human Services, Nursing, and Radiologic Technology. National and professional standards provided by external program accrediting agencies, the Framework for Assessing Learning and Development Outcomes and CAS standards developed by Council for the Advancement of Standards in Higher Education are also used to guide and provide benchmarks for program level assessments.

The college strengthens its assessment practice, assures the use of trustworthy measures and contributes to the development of an effective culture of assessment and evidence through its work with a number of statewide and national assessment leaders including the Massachusetts Department of Higher Education's Advancing a Massachusetts Culture of Assessment, the American Association of Colleges and Universities (AAC&U), and the Lumina Foundation. Examples of initiatives include an inter-collegiate project to assess AAC&U Essential Student Learning Outcomes using their VALUE rubric for Written Communication; a three-year, intercollegiate assessment of students' development of Quantitative Reasoning and Critical Thinking skills in non-math courses; and a project to pilot the use of the Lumina Foundation's Degree Qualifications Profile's Quantitative Fluency learning outcomes for associate and bachelor degree students. This model will be replicable for other student learning outcomes and has proven useful for bringing vertical teams of faculty from transfer institutions together to discuss the scaffolding of expectations for student learning between associate and bachelor degrees.

Appraisal

Middlesex Community College's commitment to meeting student and community needs is exemplified through it focus on evidence-based practice in the design, implementation, assessment and improvement of its academic programs and support services. The college ensures the integrity, quality, currency and consistency of its offerings through an effective organizational structure and a culture of evidence in which faculty and staff members routinely engage in best-practice research, program review, analysis of institutional data and the assessment of student learning to inform program development, policy, and resource allocation decisions.

The Academic Program

Middlesex offers effective degree and certificate programs, first-year and developmental education models, workforce preparation and student enrichment programs that provide transformational educational opportunities for its students. Middlesex students can develop the basic academic skills in mathematics, reading and writing needed for academic, career and life success and then progress on to advanced studies through the Honors program. They can complete the first two years of a baccalaureate degree, prepare to begin a career in business, education, health, public service, social

services or STEM, become better citizens through Service-Learning, develop entrepreneurial skills and broaden their world perspective through travel fellowship programs and the infusion of global education into the curriculum.

College enrollments are influenced by changes in the economic climate, regional demographics and program development. Enrollments peaked in 2011 in response to a declining regional economy resulting in higher unemployment rates and more students seeking affordable educational options. As the economy has begun to improve and demographic shifts have resulted in fewer high school graduates in the region, overall enrollment numbers have begun to decline. The distribution of enrollments among associate degree, certificate and non-degree options has remained relatively stable, with most students (88%) enrolling in associate degree programs.

	Enrollment				
Program Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Associate Degree	8295	8440	8635	8477	8538
Certificate	335	425	365	372	333
Undeclared Majors	886	845	840	825	831
Total Headcount	9516	9710	9840	9664	9702
Full-Time Equivalent	5834	5921	5873	5816	5778

In alignment with regional workforce needs as identified by the Massachusetts Department of Higher Education and the institutional Workforce Development Council, significant enrollment growth has occurred in STEM programs, especially Biotechnology, Computer Science, Engineering Science, Life Science, Environmental Health and the new career ladder Academy of Health Professions certificates. Enrollments in Liberal Arts and Sciences, Middlesex Community College's largest transfer program, have grown by 21% over the last five years, from 1107 in Fall 2009 to 1345 in Fall 2013. The college has also seen a significant shift from the career-focused to the transfer-focused program options in Business Administration and Criminal Justice as increasing numbers of students are preparing for admission to baccalaureate degree programs in these fields.

Examples of college actions to address shifting regional workforce development needs and support student career goals include the creation of a Workforce Development Council and an academic division focused on STEM and Health, the infusion of career exploration into first-year exploration, gateway and General Education Seminar: First-Year Experience courses; and an expanded focus on the development of student entrepreneurship skills. New efforts to support student transfer to baccalaureate degree programs include articulation summits held with our largest transfer institution, the University of Massachusetts Lowell, to align curriculum and identify effective transfer pathways; the redesign of many transfer programs to ensure their alignment with *MassTransfer* requirements, and the signing of new and updated transfer articulation agreements with thirteen public and private colleges and universities.

As is often the case in a community college setting, student credit loads are impacted by a variety of factors such as the entering academic skill levels previously detailed, work and family commitments and unclear academic and career goals. The average semester credit load has remained stable at nine credit hours; only 39% of students enroll full-time, including just 543 (5.6%) students who enroll in the fifteen or more credits each semester required to earn an associate degree in two years. The percentage of full-time students has declined from 44% to 37% between fall 2009 and fall 2013. The college has worked to help students decrease their time to degree completion through accelerated developmental education programs in mathematics, reading and writing;

short-term, entry-level career ladder health certificates; a focused First-Year Experience program to improve student persistence; and the expansion of online course offerings.

A significant emphasis on the design, implementation and assessment of programs targeted for first-year students grew from best-practice research and the analysis of institutional persistence, retention and successful course completion rates and Community College Survey of Student Engagement data. In recent years, the first-year experience has been strengthened through the successful Title III Strategies for Success redesign of exploration and gateway coursework and the implementation of a developmental advising model; as well as the new First-Year Experience courses and new accelerated developmental education models in mathematics, reading and writing previously described. The assessment of these initiatives separately has yielded the encouraging results previously reported, and their collective institutional impact is beginning to be reflected in college-wide persistence, retention and successful course completion rates.

Persistence, Retention and Completion					
First-time Full-time Degree-Seeking Freshmen	2008	2009	2010	2011	2012
Fall-to-Spring Persistence Rate	78.9%	81.9%	76.5%	81.9%	83.5%
Fall-to-Fall Retention Rate	58.9%	58.1%	55.9%	63.0%	62.5%
All Students					
Institutional Successful Course Completion Rate	76.1%	75.0%	75.7%	76.3%	76.9%

Seeking to build on these promising practices, the college is continuing related assessment initiatives, widely disseminating findings, using the data to inform program and practice improvement strategies and scaling up their implementation as academically appropriate and fiscally responsible. Examples of findings and improvements include the following revisions of the Strategies for Success and the General Education Seminar: First-Year Experience programs.

The innovative one-credit General Education Seminar: First-Year Experience course was designed as a learning community linked to a three-credit general education course with aggressive scale-up expectations. While the college has experienced challenges in its full implementation, it remains committed to this initiative based on strong results: the all 2012 FYE cohort evidenced higher persistence, retention, and third-semester enrollment than students enrolled in the same general education courses not linked to an FYE course.

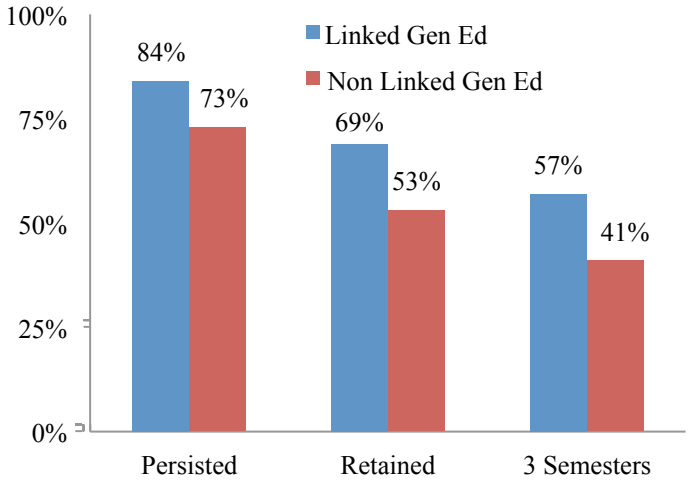


Figure 4. FYE Persistence and Retention

These findings, an assessment of faculty experiences teaching the course, and the need to develop a large, fully-prepared cadre of faculty and professional staff further informed the course scale-up plan. A Dean and Director were appointed to spearhead further program implementation. They have made significant progress in increasing the number of sections provided as learning communities, improving student enrollments, and devising effective faculty-preparation strategies. To ensure full implementation, the college must devise better strategies to ensure entry-term student enrollment, including marketing and communication plans, and utilize the college governance structure to increase the number of majors requiring it.

The electronic Early Alert System implemented as part of the Title III Strategies for Success grant has not yielded the anticipated, college-wide positive impact on student success and has proven to be prohibitively labor intensive. It has, however, been helpful for many students, especially those enrolled in online courses. The college is now reviewing early alert strategies that may more effectively support student success and free professional staff to focus on more impactful interventions.

Recognizing the need to continually improve student success, Middlesex has been proactive in researching national models and involving faculty in designing, implementing, assessing and improving new methods. It effectively utilizes institutional resources and targeted grant funding, for their implementation. Examples in the area of developmental education include the full implementation of RAMP-Up Math and the piloting of the Accelerated Learning Program (ALP) in writing, and two new Reading, Writing and Critical Thinking courses. When national models did not seem to exist, as was the case with English Language Learner (ELL) courses, Middlesex Community College faculty and staff designed and piloted their own new approach for accelerating ELL studies. The use of faculty teams in the development, assessment and improvement of these courses has contributed to strong faculty support.

The college has been diligent in assessing the outcomes of these innovative developmental education initiatives and using the findings to inform decisions regarding how and when they should be revised, expanded or discontinued. As previously reported, all projects have been successful in reducing student time spent in developmental courses, ensuring mastery of materials, and increasing student success in future courses. Although RAMP-Up Math is fully implemented, the reading, writing and English Language Learner initiatives continue to be available only to limited numbers of students. The college is committed to the full scale-up of these successful models and is working to identify accessible professional development models to ensure the availability of sufficient numbers of well-prepared faculty to provide instruction and assess program outcomes and to identify class-scheduling strategies that make effective use of classroom space.

Diverse instructional practices are provided to address the individual needs of students, including Flexible Studies, accelerated and online options in addition to the more traditional classroom instruction and laboratories. Care is taken to ensure that the quality, content, learning expectations are equivalent across these modalities through the centralization of responsibility for all sections of a specific course title within the sponsoring academic department and division; a master schedule development and publication process that publishes all course sections with the same, approved course title; the review of course syllabi in compliance with union contract provisions and the provision of professional development as necessary to support a fully-prepared faculty. The credit-hour policy is consistently applied across the curriculum, regardless of teaching modality. It has been discussed with faculty at division and Faculty Staff Association meetings; faculty have been provided with sample language to include on their syllabus; and academic administrators look for this language and the requisite number of in-class and out-of-class hours when they conduct contractually mandated course material reviews. When appropriate, faculty are asked, to the degree permissible under the union contract, to strengthen its focus within the course syllabus.

Special care is taken to ensure integrity in the award of credit for online courses, a rapidly growing, high demand class option. Fall online course enrollments have grown from 2,549 to 3,322 (30% increase) in the past five years. Prior to teaching an online course, faculty must complete the required professional development previously described or document their attainment of the associated skills. Registration systems, including electronic processes to limit enrollment to academically eligible students through prerequisite and co-requisite checking and registration holds placed on students not maintaining acceptable levels of academic performance, are used for all course registrations. In addition, access to Blackboard, Middlesex Community College's learning management system, is password protected. Improper use is a violation of academic honesty subject to student disciplinary procedures. Further measures include proctored on-campus testing, timed testing, random pooling of questions, and alternate class assignments. While student success rates in online courses (72%) are nearly the same as lecture-based courses (79%), based on fall 2013 data, all enrollees are provided with web-based resources designed to prepare them for taking an online course, many faculty have expressed concern about the preparedness of students, citing specifically their lack of technology and time management skills, as well as ability to participate in class discussion. In the November 2013 Faculty/Staff Survey, 11% of student reported that online course expectations were not made sufficiently clear. Professional staff who support online instruction are now researching required, preregistration online orientation programs to address this issue. An assessment of its impact will be built into the project's pilot implementation.

Middlesex has a long-standing commitment to global literacy that began with the infusion of Asian Studies into the curriculum when the first Middlesex Community College site in the city of Lowell opened in 1988. Lowell's population includes one of the two largest concentrations of Cambodian immigrants in the United States. The college's continued focus in this area is exemplified through the addition of a Dean for Global Education in 2012 to further expand our capacity to respond to new opportunities, leverage the resources of multiple programs, and provide better coordination and support for a variety of on- and off-campus global studies initiatives, all of which support the multicultural/global literacy Institutional Student Learning Outcome. In addition to the initiatives previously cited, examples of new initiatives include the development of multicultural modules that faculty can integrate into their curriculum, and an annual thematically oriented, global studies Interdisciplinary Weekend that features the expertise of faculty from across the disciplines.

Service-learning and civic engagement initiatives are important priorities tied to both Massachusetts community college system and institutional student success and citizenship development goals. Although nationally recognized as models of excellence by the Campus Compact and named to the President's Higher Education Community Service Honor Role, the Middlesex Community College Service-Learning Program continually strives to expand its impact. Recent program enhancements, including the development of a one credit, General Education Seminar: Service-Learning course as part of the First-Year Experience program and class-based service projects makes it possible for more students to have a Service-Learning experience with thematic content. New projects focus on institutional, state and national priorities such as encouraging diverse student participation and success in STEM careers and preparation for citizenship in a diverse, globally interconnected world. The number of students engaged in Service-Learning has expanded from 632 to 950 (50%) between 2009 and 2013. The program is reaching its maximum capacity within its current resources and the college will explore creative ways to expand student participation.

Over the past five years, the college has introduced many Strategic Plan related innovations in developmental education, first-year programming, general education, workforce development, global studies, honors, service-learning, undergraduate research, student engagement and leadership, and assessment that depend on faculty support and involvement for success. The key

components of, and linkages among, these new initiatives are not always clearly understood across the college-community, sometimes making it difficult to recruit sufficient numbers of faculty to engage in the necessary research, development, professional development, instruction and assessment. The high part-time to full-time faculty ratio makes this situation especially challenging. The leadership team must identify creative new ways to demonstrate the inter-relationships among these initiatives and their impact on student success; document their link to the fulfillment of the Strategic Plan and the Massachusetts Vision Project; and provide the accessible, union-compliant professional development opportunities necessary to further build faculty engagement.

The Undergraduate Program and General Education

Most Middlesex Community College associate degree programs include a core curriculum in the liberal arts and sciences built to support the accomplishment of faculty identified institutional student learning outcomes and a sequential program of study in an area of concentration. (Note: There are three health programs that, due to the requirements of their external accrediting agencies, do not fully include the core curriculum. Revisions are currently being made so all programs will be in compliance by fall 2015.) Degree programs are compliant with all requirements of the Massachusetts Board of Higher Education and the New England Association of School and Colleges and meet all standards for the award of state and federal financial aid.

Middlesex Community College is in the process of a major revision of its general education program. In 2010-2011 the General Education Committee facilitated a college-wide process to review Institutional Student Learning Outcomes (ISLOs) including an assessment of their alignment with the New England Association of Schools and Colleges' general education guidelines and the American Association of Colleges and Universities' Essential Learning Outcomes. One result of this work was the addition of Quantitative Literacy as an ISLO. Another was a new approach to general education at Middlesex.

The new program moves the college from a model of Intensive Values where students encounter a specified value in one or two courses to a model that infuses ISLOs throughout the general education curriculum. The new model strengthens the link between general education courses and strategies to achieve expected institutional level student learning outcomes; provides multiple opportunities for students to attain ISLO competencies; ensures the incorporation of specified ISLOs in all sections of approved course titles; and embeds a required annual assessment of student achievement through the routine submission and evaluation of direct student work by teams of faculty, professional staff and students. The process further includes the college-wide dissemination, analysis and discussion of findings with a goal of ongoing program improvement. A pilot e-portfolio project is underway to evaluate its potential to support student learning and advance its assessment across the disciplines.

The new general education model has been reviewed, discussed and approved through the college governance structure. The General Education Committee devised a formal process with a required application for each course title for which designation as a general education course is sought. As part of the application, faculty must document expected course outcomes linked to at least three ISLOs, associated learning activities and course artifacts that will be submitted as part of the institutional level assessment process. A new General Education Review Committee was established to support the full implementation of this new general education model. A review and positive vote by the General Education Review Committee, the Curriculum Committee and the Faculty Staff Association is required for designation as a general education course. Once approved, the specific ISLOs addressed by the course will be embedded into the official course description and, therefore, into each section of the course offered at Middlesex.

A significant strength of the new general education model is its emphasis on making concrete connections between course assignments and the intended ISLOs that are clear and understandable to students. The application process provides a structure for faculty to think ahead to assessment and the ways in which students will develop the outcomes attributable to their courses. Multiple opportunities to practice and receive feedback related to the students' development of these learning outcomes throughout the general education curriculum reinforces the outcomes for the students and allows for continued development toward mastery.

The full implementation has been a major institutional priority over the past three years and continues to be a major focus of Faculty Staff Association meetings, professional development workshops, Division and Departmental activities, and an orientation for all new full- and part-time faculty. Extensive support and guidance is provided to faculty applying for course ISLO designations on the General Education Review Committee (GERC) website. There they can find sample applications that have already gone through the GERC, Curriculum Committee and FSA approval process. The GERC also provides small group and individual guidance through informal meetings for anyone seeking help. As of June 2014, 110 courses have been granted formal designation as general education courses that fulfill specified ISLOs.

While new full- and part-time faculty are exposed to institutional student learning outcomes in orientations, the college is actively working to identify additional, realistic strategies to inform and effectively include part-time faculty in the design, implementation and assessment of the new general education curriculum. Many part-time faculty are interested in engaging in this kind of work, but time constraints and pay structures make it challenging to allocate additional time from their varied schedules for this purpose. Examples of effective strategies employed include the use of grant funds to include part-time faculty on faculty teams reviewing/redesigning courses and completing the general education application approval process and on teams working to integrate the multicultural perspective and global literacy institutional student learning outcomes into English Composition II classes.

The General Education Review Committee is expected to be dissolved at the beginning of the fall 2014 semester, the assumption being that its work guiding faculty through their syllabus revision and application process will have been completed. The responsibility of ensuring that all of the ISLOs are integrated throughout the general education courses and the review and maintenance of the process via assessment will become the responsibility of the General Education Committee with the support of Academic Deans and Assistant Deans.

As with any major reform, there are a number of challenges to be overcome. The approval process for revised general education courses takes time and there is concern that the number of courses that have completed the process by the rollout date may be inadequate to accommodate the incoming class of 2014. There is the additional concern that there will not be a sufficient variety of approved courses to allow student choice in their course selection. The college will also be challenged to ensure the accessibility of approved general education courses to meet the needs to students seeking to fulfill *MassTransfer* and special external program accreditation requirements and to adequately support the accomplishment of institutional student learning outcomes by students transfering into Middlesex. In addition, several health programs do not meet the general education core requirements due to the requirements of field-specific accreditation agencies. These programs map their program-level student learning outcomes to institutional student learning outcomes and assess student attainment levels. Where feasible, these programs are exploring curriculum changes to meet general education core requirements.

While it is important to clearly communicate expected students learning outcomes, their linked learning activities and assessment methods to students, it will be even more impactful to

successfully communicate the reasons why these learning outcomes are important to their development as a student and how their attainment can positively impact their personal and career potential. Multiple communication strategies must be utilized to impart consistent information during admission, advising, registration, and orientation processes as well as in recruitment literature, the Academic Catalog, semester schedules, course descriptions and syllabi. The message must be continually reinforced through the advising process, student engagement activities, and all college print and web media, including the website, portal, blog, Facebook and Twitter posts.

The Major or Concentration

Middlesex majors are designed to develop knowledge and skills in a specified academic discipline or interdisciplinary area in preparation for further academic study at the baccalaureate degree level or to work in a related profession or occupation. Faculty-identified program-level student learning expectations are mapped to institutional program learning outcome expectations, and student progress toward their attainment are regularly assessed as part of the required program review process. Program review findings inform improvement efforts as documented in Series E forms and impact budget allocation decisions. As described in Standard 2, Figure 1, Middlesex students evidence higher employment outcomes than the state community college average.

Active advisory boards, including industry professionals, work to ensure that each career program's curriculum, as well as its physical and technical resources, meets current workplace requirements and that program growth projections are linked to market trends. Advisory Board members also serve an important role as liaisons with area businesses and organizations and help identify opportunities for student workplace internships, practicums and jobs. The college brings all advisory boards together annually to discuss important college issues and to thank board members for their service.

The college works with its transfer partners to ensure the availability of effective transfer to baccalaureate degree programs for our graduates. Our ongoing participation in the *MassTransfer* program and a Massachusetts public higher education course equivalency project; the regular development and update of transfer articulation agreements with public and private transfer colleges and universities; vertical teaming assessment initiatives to align the curriculum to baccalaureate degree programs; and availability of day, evening and weekend transfer counseling services on the Bedford and Lowell campuses strengthens the smooth transfer of credit and the attainment of student transfer goals. Middlesex has the third highest six-year success rate (80.6%) among all fifteen college in Massachusetts based on the *Achieving the Dream* model of graduation, transfer and continuous enrollment.

Integrity in the Award of Academic Credit

Integrity in the award of academic credit is a primary institutional commitment supported through clear, consistently applied, widely disseminated admission, transfer credit award, registration, academic progress, and degree certification processes. Effective organizational structures, technology supported processes and assessment practices are in place to ensure the consistent application of clear institutional policies. The college complies with the letter and spirit of accreditation, state and federal policies, processes and regulations and seeks to provide the academic and student support programs and resources required by our students, regardless of where, when or how they complete their coursework.

The college works to provide sufficient academic support services and resources to support students whose enrollments are distributed as follows.

Campus/Course Enrollments Fall 2013			
On-Campus Enrollments	Bedford – 47%	Lowell – 53%	
Enrollments by Course Schedule	Day – 72%	Evening – 18%	Online – 10%

Admissions, registration, financial aid, advising, library resources and tutoring services are accessible online, in the evenings and on the weekend, with expanded hours offered at peak times. Faculty and staff have suggested that more access to services and resources are needed to fully meet the needs of evening and weekend students.

The college's organizational structure supports the consistent application of policies and accessibility of resources to all of its students. The main offices of members of the leadership team, deans and faculty are spread across the Bedford and Lowell campuses; responsibility for all academic offerings is centralized under the leadership of the Provost and Vice President for Academic and Student Affairs; fully-integrated, web-enabled student information and degree audit systems provide accessibility to essential college operations and supports the consistent application of policies.

The college reviews the impact of its academic policies and implementation strategies and revises them as necessary. For example, a review of the impact of existing academic standing review policies and practices in 2010 demonstrated a need for improvement. A college-wide committee was formed to research best practices, design a proposed new strategy for the consideration of the Academic Standing Committee and Faculty Staff Association, implement and assess the effectiveness of the new policy and its related, required intervention strategies. The first round of assessment findings document improved academic outcomes for students on warning who successfully complete the required workshop and students on probation who successfully complete the required PSY 125 Psychology of Success course. Since before the new policy was implemented in 2009, the number of students suspended, or dismissed, has been reduced from 231 to 67 and the persistence rate of students placed on academic warning or probation has improved from 29% to 33%.

Ensuring academic integrity is an essential institutional value. Acts of academic dishonesty, related institutional actions and student appeal processes are clearly delineated in the college-wide Honor Code and Student Code of Conduct. The college also funded a group of students, faculty and professional staff to develop a definition of plagiarism approved by the Academic Standards Committee for use across the curriculum to improve students' understanding of what constitutes plagiarism and to promote the application of consistent standards of academic honesty. This definition has been discussed at student orientations, included in college literature and infused into some First-Year Experience course sections. Some faculty have included statements about cheating and plagiarism on their syllabi and incorporated assignments related to academic integrity. On the November 2013 Student Survey, 96% of students reported that knew what plagiarism was and 78% of students who expressed an opinion disagreed with the statement that cheating occurs frequently at Middlesex.

Assessment of Student Learning

Institutional assessment efforts are supported by a Dean of Assessment who provides oversight and consultation at the course, program and institutional levels; disseminates results and assists faculty and staff in their use for improvement. The high priority placed on the assessment student learning outcomes is demonstrated by its prominent inclusion in the Strategic Plan and the consistent support provided for assessment-related processes, projects and activities. This focus has

contributed to the development of a college-wide culture of assessment with strong faculty, staff and student participation. The college has aggressively pursued funding for assessment projects at the national and state levels, allowing for even greater involvement of both full- and part- time faculty in hands-on formative and summative assessments. More recently, the awarding of a Massachusetts Board of Higher Education Performance Incentive Funding grant will allow 100 faculty participants to become involved in assessment redesign over three years. In addition, faculty engagement in collaborative assessment work through the Department of Higher Education's Advancing a Massachusetts Culture of Assessment (AMCOA) group and projects such as the American Association of Colleges & Universities' Quality Collaboratives initiative have provided opportunities to strengthen partnerships with other two- and four- year institutions.

Middlesex Community College continues to actively promote and support the value of student learning assessment through its activities such as All-College Professional Days, discussions at college-wide, division and department meetings, and mandatory and voluntary professional development opportunities. The college funds faculty fellows who assume leadership roles in working with other faculty around assessment and serve as Middlesex Community College representatives on AMCOA. The October 2013 Professional Day was dedicated to "Critical Conversations about Student Learning and Development," featuring keynote speaker Dr. Terrel Rhodes from the AACU. As part of the program, Middlesex Community College faculty spoke about their direct involvement in assessment and its importance to the teaching and learning in the classroom. Faculty and staff were part of norming sessions which allowed them to use the elements of the LEAP/VALUE rubrics to assess Middlesex Community College student work. Through these types of activities, faculty and staff have become more actively engaged in communicating the need and value of the assessment process and outcomes for improvement through student learning assessment. In the November 2013 Faculty/Staff Survey, 82% of faculty and 64% of the staff responding indicated that they knew what an Institutional Learning Outcome (ISLO) was. Of those who knew about ISLOs, 88% of faculty agreed or strongly agreed that they integrated ISLOs into their work as compared to 64% of staff who similarly agreed or strongly agreed.

Participation by faculty and staff in assessment of student learning outcomes at the course, program and institutional levels has further contributed to the culture of assessment. First, course student learning expectations are provided in the course syllabi. During the program review process, curriculum maps are developed to show the linkage between courses and Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs).

More than 60 academic and student support programs have completed a program review since the process was revised in 2006 to include the assessment of program student learning outcomes. Programs are expected to conduct a formal program review process every five to seven years and to engage in a continual process of assessing student learning outcomes. Since 2011, all Middlesex Community College programs require an external consultant from another institution or professional association to provide an objective evaluation of the programs. At the conclusion of a program review, a proposed action plan, including an implementation schedule and budget implications, is discussed and agreed upon with the Provost and area Dean. Examples of program improvements based on assessment results include the following.

- The 2009 Mathematics program review resulted in the implementation of the successful accelerated RAMP-Up Math model designed to improve student success in developmental mathematics.
- The 2011 Nursing program review documented that although students were provided sufficient opportunities and experiences for personal and professional development, they could not always clearly identify their own development. A guided portfolio process was

implemented to help nursing students to document and assess their own growth through a review of their course work. An e-portfolio component, first piloted in spring 2013, was expanded in fall 2013.

- The 2009 Criminal Justice Program's assessment of the written communication student learning outcome documented that its students were not proficient writers in the upper-level courses. They determined that writing needed to be a more integral part of the program, providing students with more opportunities to develop these skills. They strengthened some of their existing courses, worked with English faculty writing coaches to improve writing assignments and added more writing assignments across the curriculum.

One of the challenges of the program review process is the ongoing assessment of learning outcomes. The college is finding that an annual review of a student learning outcome at the program level is not sustainable for meaningful change. Middlesex Community College is, therefore, considering extending this review to a biannual process to allow time for program faculty/staff to thoughtfully implement recommended changes resulting from the evaluation and determine the usefulness of those changes.

As discussed, every year at least one Institutional Student Learning Outcome is assessed by an Institutional Assessment Committee comprised of faculty, staff and students. The committee collects student artifacts relevant to a specific ISLO and evaluates those artifacts against institutionally developed or AAC&U VALUE rubrics. In addition to the planned ISLO review process, the integration of ISLO evaluations and the resulting improvements are threaded throughout many of the major activities and reform efforts. This is most evident in the reformed general education revision and the work being done in transfer articulation based on the inter-institutional alignment of student learning outcomes.

Middlesex Community College is challenged to find better ways to collect authentic student work for student learning outcome assessment. Through its participation in national and state groups, the college is looking to determine the right combination of qualitative and quantitative evidence to effectively inform improvement and meet external reporting requirements. To support this work, the college has piloted the use of e-portfolios with the Dental Hygiene, Business Administration, Hospitality Management, Criminal Justice and Nursing programs and an electronic assessment management system funded by the Massachusetts Department of Higher Education. It is expected that the assessment management system under review will facilitate the capture, upload dissemination, and review of authentic student work at the program and institutional level.

Institutional Strengths	Institutional Challenges
• At Middlesex, student success is supported through highly integrated, research-based, academic policies, programs, support services and engagement opportunities targeted for first-year developmental and college-ready students. Innovative accelerated programming further supports the achievement of student success goals. • Faculty have identified and approved a new general education curriculum closely tied to the achievement of published institutional student learning outcomes (ISLO) that provides multiple opportunities for practice, feedback and continued development through the mastery level. Explicit connections are made between class assignments and the intended ISLO. A faculty-run, supportive procedure for its implementation has been established and operationalized. • Middlesex ensures the comparable quality, content and student learning expectations of its online and on campus courses and academic programs through an effective organizational structure, comprehensive professional development requirements, robust program review processes and the routine analysis of institutional research data. • The college identifies and strives to meet regional educational, civic and workforce development needs through a network of innovative K-16, community and economic development partnerships. • The college's redesigned Academic Progress Policy, and required interventions, have improved the retention of at-risk students. • The college's growing culture of evidence strengthens its capacity to develop effective academic programs and policies, support services and engagement initiatives and professional development opportunities that address the diverse learning needs of its students, faculty, staff and communities. • Middlesex has a well-developed, systematic program review process in place to evaluate the currency, quality and effectiveness of academic programs and support services and to assess the achievement of published program student learning goals. Results are publically shared; guide resource allocation and are used for program improvement. • The college has a faculty supported, systematic process in place to assess the achievement of published institutional student learning outcomes and to use the results to improve student learning. • Through its participation in national and state initiatives, the college actively explores possible sources of qualitative and quantitative evidence that may best inform institutional practice, improve student learning and meet external reporting requirements.	• Given the large numbers of class sections taught by part-time faculty, the college is challenged to ensure their understanding of redesigned curriculum, their knowledge and use of new curriculum resources and their effective integration and assessment of institutional student learning outcomes in general education courses. • The college's focus on improving student learning and achievement has resulted in multiple, ongoing academic initiatives that require the engagement of faculty for their success. While faculty endorse these initiatives, the full-time to part-time faculty ratio makes it difficult to always recruit a sufficient number to develop, pilot and assess promising new approaches. • While the new general education course approval process is well underway, there is some concern that the college may be challenged to approve a sufficient number and variety of courses for each institutional student learning outcome in time to appropriately inform, orient and advise the fall 2014 entering class. • The college will be challenged to develop the mechanisms and processes necessary to ensure that incoming transfer students have sufficient opportunities to achieve, or document, institutional student learning outcomes prior to graduation. • The college had made good progress in the systematic assessment of student learning outcomes. Middlesex Community College is now challenged to identify the best ways to collect sufficient, authentic evidence of student learning and to fully implement new general education student learning expectations at the course level in compliance with applicable union contract provisions.

Projections

Beginning in fall 2014 and led by the Senior Academic Technology Officer a cross functional team will be exploring best practice options for offering and requiring an on line orientation course to ensure that students are able to effectively use Blackboard. The team will also make recommendations regarding an on line orientation specifically designed for students about to enroll in their first on line or hybrid course. This work will be completed by summer 2015.

Beginning in the spring of 2014, under the direction of the Provost, the Dean of Assessment and the Professional Development staff collaborated to create required working meetings for all part-time faculty members within their disciplines to review and discuss the revisions to our General Education courses and to pursue curriculum/assignment redesign activities. By December 2014, all part-time faculty members at the college will have completed at least one meeting/workshop devoted to General education revisions. Curriculum redesign follow-up opportunities with stipends for deliverables for part-time faculty members have already been developed and will be ongoing in academic year 2014–2015. Focused minigrant opportunities will allow for sustainability of this curriculum redesign work for General Education courses.

Beginning in the fall of 2014, the General Education Committee will operate under a new charge, which includes approval and assessment of all General Education courses and Institutional Student Learning Outcomes embedded within General Education courses. In academic year 2014–2015, the General Education Committee will complete a gap analysis of general education areas and communicate the results to the college community and specific departments.

Beginning in academic year 2014–2015, a transfer subcommittee will be created within the General Education Committee to review and develop appropriate transfer mechanism and processes to document Middlesex Community College institutional student learning outcomes for students transferring in to the college.

The executive leadership team will establish an annual Assessment Day to replace our annual Spring Professional Day, beginning in 2015. This day of collaborative assessment and scholarship will bring together faculty, staff and students to assess students' demonstrations of learning at a minimum of three data points in their progress to degree: as they graduate, within their General Education coursework, and within their major/program. Assessment results will be disaggregated by student demographic and analyzed by the Assessment Committee, which will disseminate the results for discussion with relevant constituencies of the college community. Improvement strategies will be implemented as appropriate and their impact evaluated in future assessment work.

Institutional Effectiveness

Middlesex Community College routinely assesses the quality, currency and learning outcomes of its academic programs and the impact of its academic support services and policies. Results are directly utilized for improvement. Robust program review processes with templates designed for academic departments, academic programs, student support services and enrollment management departments are in place and the results are documented on Series E forms. The college further engages in continuous student learning outcome assessment at the course, program and institutional level. Program review and assessment results are supplemented with data collected through the routine administration of the Community College Survey for Student Engagement; institutional accountability practices; customized research projects; and targeted surveys and focus groups. Institutional effectiveness findings are routinely published on the web portal and discussed at college-wide summits and forums; at all-college Professional Days and Trustee, Cabinet, Faculty Staff Association, division and department meetings; and electronically using Blackboard. Results are benchmarked to Massachusetts Department of Higher Education expectations and institutionally set goals.

DATA FIRST FORMS – STANDARD 4

Standard 4: The Academic Program

(Summary - Enrollment and Degrees)

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

Degree Level/ Location & Modality	Associate and Certificate	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Total Degree-Seeking FTE
Main Campus FTE	4,844				4,844
Other Campus FTE					0
Branches FTE					0
Other Locations FTE					0
Overseas Locations FTE					0
Online FTE	655				655
Correspondence FTE					0
Low-Residency Programs FTE					0
Total FTE	5,499	0	0	0	5,499
Unduplicated Headcount Total	8,871				8,871
Degrees Awarded, Most Recent Year	1,310				1,310

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	252		142
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
Online FTE	28		14
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	281		156
Unduplicated Headcount Total	831		292
Certificates Awarded, Most Recent Year			

Standard 4: The Academic Program

(Headcount by UNDERGRADUATE Major)*Fall Enrollment

Certificate	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Yr *(Fall 2014)*	Next Year *(Fall 2015)*
Alcoholism/Substance Abuse	26	29	27	*29*	*30*
Biotechnology Technician Cert	29	22	27	*27*	*30*
Office Systems & Admin Cert	2				
Computer Applications Cert		1	1	*1*	*1*
Computer Aided Design Day	8	6	11	*11*	*12*
Culinary Arts Certificate	7	3	3	*3*	*3*
Computerized Accounting	13	9	6	*6*	*6*
Computer Forensics Cert	2	3	2	*2*	*2*
Clinical Laboratory Assistant			15	*15*	*15*
Dental Assisting Certificate	6	3	2	*2*	*2*
Early Childhood Education Cert	19	17	20	*20*	*20*
Energy Utility Technician Cert	21	23	15	*15*	*15*
Graphic Design Certificate	30	21	17	*17*	*17*
Hospitality Management Cert	2	6	1	*1*	*1*
Dir Supp Cert in Human Service	19	21	18	*21*	*21*
Law Enforcement Cert	8	7	5	*5*	*5*
Liberal Studies Certificate	4	8	3	*8*	*8*
Medical Assisting Certificate	20	24	19	*24*	*24*
Medical Receptionist Certif	12	23	11	*23*	*23*
Nursing Assistant Certificate	33	23	9	*23*	*23*
Phlebotomy Certificate	10	30	26	*26*	*26*
Paralegal Studies Certificate	33	40	26	*26*	*26*
Small Business Mgmt Certificat	11	7	9	*9*	*9*
Studio Art Certificate	11	6	3	*3*	*3*
Travel Services Mgmt Cert		1	7	*7*	*7*
Medical Office Administration	4	3	13	*16*	*16*
Transition	35	36	37	*37*	*37*
Total Certificates	365	372	333	*377*	*382*

Degree	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Yr (Fall 2014)	Next Year (Fall 2015)
Undeclared	840	815	831	*800*	*780*
Elementary Education	107	109	119	*125*	*130*
Fine And Performing Arts		1	2	*2*	*2*
Liberal Arts and Sciences	1234	1320	1345	*1355*	*1365*
Communication Concentration	134	138	149	*150*	*151*
Creative Writing Concentration			19	*21*	*21*
Fine & Perf Arts-Fine Arts	22	26	20	*20*	*20*
Fine & Perf Arts- General	12	11	17	*17*	*17*
Fine & Perf Arts - Music	30	43	35	*35*	*35*
Fine & Perf Arts- Theatre	13	21	24	*24*	*24*
Liberal Arts - Chinese Option			1	*1*	*1*
Global Studies Concentration	22	38	35	*35*	*35*
Life Science Concentration	136	150	178	*190*	*205*
English Literature Concen.			13	*15*	*15*
Physical Science Concentration	57	45	45	*46*	*50*
Psychology Concentration	351	392	418	*450*	*475*
Social Science Concentration		10	19	*20*	*21*
Liberal Arts - World Languages	9	22	23	*24*	*24*
Telecommunications Tech	26	18	10	*0*	*0*
Business Admin-Accounting	138	127	136	*136*	*136*
Business Admin. Retail Mgt	1				
Business Admin-Career	333	280	317	*320*	*320*
Biotechnology Technician	147	158	153	*158*	*158*
Office Systems & Admin	23	26	16	*16*	*16*
Business Admin-Transfer	866	870	880	*880*	*880*
Culinary Arts	38	51	45	*45*	*45*
Computer Forensics	46	43	49	*49*	*49*
Criminal Justice	3	4	2	*0*	*0*
CJ - Administration of Justice	106	68	58	*58*	*58*
CJ - Law Enforcement	293	217	190	*190*	*190*
CJ-Transfer	220	285	268	*268*	*268*
Computer Science Transfer	154	197	221	*150*	*160*
Computer Science Security				*88*	*90*
Computer/Software & Net	101	86	99	*99*	*100*
Dental Assisting	23	23	24	*24*	*24*
Dental Hygiene	72	73	69	*64*	*64*
Dental Laboratory Tech	33	34	30	*30*	*30*
Diagnostic Medical Son	28	28	28	*28*	*28*
CAD Technology	44	49	57	*57*	*57*
Early Childhood Education	218	225	254	*260*	*270*
Early Childhood Ed Transfer	121	138	127	*127*	*130*
Energy Utility Technology	6	3	7	*4*	*4*

Degree	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Yr *(Fall 2014)*	Next Year *(Fall 2015)*
Fashion Merchandising	45	44	41	*41*	*41*
Fine and Performing Arts	1				
Fire Protection & Safety Tech	95	94	112	*112*	*112*
Hospitality Management	76	64	71	*71*	*71*
Human Services	74	76	110	*120*	*130*
Human Services Transfer	76	89	93	*94*	*95*
LS IT General Studies Conc	26	30	29	*31*	*32*
LS IT Transfer Conc	55	48	62	*65*	*66*
Engineering Science Transfer	257	276	341	*370*	*370*
Engineering Science Mech Eng					
Engineering Science Civil					
Liberal Studies	2128	1836	1598	*1500*	*1450*
LS Aviation Maint. Technology	12	13	9	*10*	*10*
Automotive Technology	19	8	4	*4*	*4*
LS Building Construction Tech	4	3	9	*10*	*10*
LS Environmental Health	22	25	16	*17*	*18*
Graphic Design	157	151	148	*148*	*148*
Liberal Studies Paralegal	76	52	37	*40*	*40*
Performing Arts - Music Conc	23	22	27	*27*	*27*
Performing Arts - Theatre Conc	17	9	17	*17*	*17*
Liberal Studies Studio Arts	35	29	36	*36*	*36*
Medical Assisting	6	3	3	*3*	*5*
Medical Laboratory Technician			7	*7*	*8*
Nursing	195	196	193	*193*	*193*
LS Paralegal Studies Transfer	31	39	37	*40*	*40*
Radiologic Technology	37	35	34	*35*	*35*
Studio Art		2	1	*1*	*1*
Total Degrees	*9474*	*9288*	*9368*	*9373*	*9407*
Total	9839	9660	9701	*9750*	*9789*

Standard 4: The Academic Program
(Credit Hours Generated by Academic Area)

	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Yr *(Fall 2014)*	Next Year *(Fall 2015)*
Academy of Health Prof	401	256	270	*271*	*273*
Anthropology	615	660	729	*733*	*736*
Art and Design	2988	2880	2895	*2909*	*2924*
Biology	6882	6610	6561	*6594*	*6627*
Biotechnology	219	330	219	*220*	*221*
Business Administration	5508	5094	5360	*5387*	*5414*
Chemistry	1860	1792	1936	*1946*	*1955*
Clinical Laboratory	0	0	73	*73*	*74*
Communications	1728	1677	1755	*1764*	*1773*
Computer Aided Design	204	243	288	*289*	*291*
Computer Applications	1560	1464	1383	*1390*	*1397*
Computer Science	1074	1312	1352	*1359*	*1366*
Core Student Success (BHS)	87	54	0	*0*	*0*
Criminal Justice	2073	1920	1611	*1619*	*1627*
Dance	156	99	126	*127*	*127*
Dental Assisting	228	228	211	*212*	*213*
Dental Hygiene	1070	1091	1015	*1020*	*1025*
Dental Laboratory Tech	251	282	215	*216*	*217*
Diagnostic Medical Son	294	292	298	*299*	*301*
Economics	1461	1365	1452	*1459*	*1467*
Education	921	831	918	*923*	*927*
Electrical Utilites	147	147	112	*113*	*113*
Emergency Medical Tech	175	224	210	*211*	*212*
Engineering Science	184	208	212	*213*	*214*
English	15771	15336	15393	*15470*	*15547*
English Language Learner	1971	1737	1611	*1619*	*1627*
Environmental Science	1184	1184	1295	*1301*	*1308*
Ethics	1254	1341	1248	*1254*	*1260*
Fire Prot & Safety Tech	315	333	357	*359*	*361*
Geography	231	330	360	*362*	*364*
Government	474	603	453	*455*	*458*
History	2844	2925	2715	*2729*	*2742*
Human Services	511	516	441	*443*	*445*
Humanities	666	849	750	*754*	*758*
Information Technology	126	85	191	*192*	*193*
Interdisciplinary Studies	0	453	651	*654*	*658*
Intro to Homeland Security	120	81	39	*39*	*39*
Languages	1944	1920	1971	*1981*	*1991*

	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Yr *(Fall 2014)*	Next Year *(Fall 2015)*
Learning in Community	0	30	0	*0*	*0*
Legal Studies	1119	882	837	*841*	*845*
Mathematics	13793	13818	13627	*13695*	*13763*
Medical Assisting	281	337	342	*344*	*345*
Music	861	798	819	*823*	*827*
Neccum Credit	6	1	14	*14*	*14*
Network Systems and Tech	369	396	403	*405*	*407*
Nursing	1612	1623	1606	*1614*	*1622*
Paralegal Studies	558	570	363	*365*	*367*
Philosophy	549	498	468	*470*	*473*
Physics	446	463	523	*526*	*528*
Psychology	6054	6318	6453	*6485*	*6518*
Radiologic Technology	340	330	320	*322*	*323*
Religion	57	63	84	*84*	*85*
Science	655	760	699	*702*	*706*
Sociology	2433	2229	2220	*2231*	*2242*
Student Development	12	11	0	*0*	*0*
Technical Math	476	424	297	*298*	*300*
Theater	231	234	303	*305*	*306*
Transition Program	540	540	555	*558*	*561*
Verizon	204	168	64	*64*	*65*
Total	88093	87245	86673	*87106*	*87540*

Faculty

Standard 5.0

MIDDLESEX Community College
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STANDARD 5 – FACULTY

Description

Middlesex Community College's well-qualified, student success oriented faculty address the diverse learning needs of our students by providing academic programming, utilizing effective instructional methodologies and engaging in ongoing assessment and improvement processes. Middlesex Community College faculty members also advise students, perform essential college service and engage in professional development, research and scholarship.

College faculty hold academic credentials appropriate to their teaching responsibilities, 14% have earned doctoral degrees and 78% have earned master's degrees in their field of instruction. Faculty with academic preparation at the bachelor and professional licensure levels have well-documented professional competencies, experience in their field and teach within their area of expertise, allowing the college to offer well-regarded programs and courses in appropriate career fields consistent with the Mission.

In the fall 2013, 124 full-time and 439 part-time faculty members provided instruction to 9,702 students. Faculty report to an Academic Dean with direct responsibility for ensuring the consistent academic quality, content and expected learning outcomes for all sections. They further ensure the appropriate application of academic freedom policies and related collective bargaining provisions. In accordance with collective bargaining agreements, the full-time faculty workload is limited to day and web classes. Full-time faculty taught 31% of all Middlesex Community College classes, and 41% of all day classes, in fall 2013 as illustrated on the following chart.

Faculty Workload

Fall 2013 – Sections Offered	Faculty Classification	Course Sections Offered		Course Enrollments		Credits Generated	
All Courses	Full-Time	426	31%	8668	31%	28080	33%
	Part-Time	954	69%	18863	69%	58103	67%
	Total	1380		27687		86849	
Day Courses	Full-Time*	425	41%	8659	42%	28044	43%
	Part-Time	618	59%	12135	58%	36508	57%
	Total	1043		20794		64552	

*Includes online sections taught by full-time faculty

Middlesex strives to attract and retain a qualified faculty who represents the racial and ethnic diversity of its student body and provides opportunities for advancement. As of 2013, 20% of full-time faculty members are racial or ethnic minorities compared to 34% of the student body. Since 2013, 43% of the 21 full-time faculty hired were racial or ethnic minorities. Six, or 29%, of the newly hired full-time faculty had previously served on a part-time basis.

Tenure track full-time faculty progress through three academic ranks and earn tenure based on years of service and positive performance evaluations. 74% have achieved the rank of Professor, 5% are at the Associate Professor level and 21% are ranked as Assistant Professors. 72% of full-time faculty have met contractually defined criteria and have achieved tenure. Part-time faculty are ranked as Instructors and achieve seniority by teaching five courses at Middlesex over a three-year period. Seniority status guarantees at least one teaching assignment each semester that a section is available.

College Hiring Policies and Procedures are designed to ensure that hiring decisions are made in compliance with state and federal non-discrimination and affirmative action laws, policies set forth in the Massachusetts Community Colleges Affirmative Action Plan and the provisions of all applicable collective bargaining agreements and personnel policies. All search committee members are required to attend a Best-Practices Training Workshop led by Human Resources to ensure the consistent and equitable application of these policies and procedures.

Department faculty have a strong influence on full-time faculty hiring decisions through their active participation on search committees. They meet with the Provost and Vice President for Academic and Student Affairs or the Associate Provost to discuss the position, essential skills and experience and the importance of diversity at the beginning of the process. They then contribute to the development of position descriptions; the identification of required qualifications; and the design of resumé filters, recruitment strategies, interview questions and teaching demonstration criteria. Committee members and the Affirmative Action Officer apply the agreed upon resume filter. They then select interview candidates, participate in the interview process, evaluate the teaching demonstration and recommend finalists. The Provost and Vice President for Academic and Student Affairs meets with the search committee to discuss the strengths and weaknesses of selected finalists, conducts final interviews, completes extensive reference checks and makes hiring decisions in consultation with the Search Committee, the President, the Affirmative Action Officer and the Director of Human Resources.

In recognition of their essential role, Middlesex is also committed to attracting and retaining highly qualified part-time faculty who reflect the racial and ethnic diversity of our students. The college is piloting a part-time faculty hiring process that more closely mirrors the full-time faculty process. Once assessed, this pilot hiring process will be enhanced and expanded to additional programs.

Faculty teaching Dual Enrollment courses at high schools are selected, supervised and evaluated by Middlesex faculty. Dual Enrollment faculty must have the same credentials expected of faculty teaching on the college campus and are selected and approved by the appropriate department chair. To ensure Dual Enrollment courses are meeting collegiate-level expectations, Dual Enrollment faculty are observed by a faculty member from the academic department and are expected to meet department expectations for course delivery and course oversight. Dual Enrollment faculty are invited to professional development events held on campus in addition to professional development provided specifically for them.

Full- and part-time faculty are issued contracts detailing the conditions of their employment. A new faculty orientation provides an introduction to the college, its Mission and our shared expectations for student learning. As part of their on-boarding process, faculty receive materials regarding the curriculum, academic freedom, the Faculty and Staff Association, collective bargaining agreements, instructional policies and procedures, resources for faculty and academic services for students and faculty, grievance procedures, administrative policies and procedures, professional development and a college directory. New faculty attend a one-day orientation. All new full-time faculty are granted a one course reassigned time to engage in a semester-long New Faculty Institute. Part-time faculty are expected to engage in a professional development meetings each semester specifically designed to address their needs. Each year, one part-time faculty meeting is focused on departmental issues and the other is devoted to institutional level matters.

Faculty roles, workloads, compensation packages and evaluation criteria are largely defined by two Massachusetts Community College system-wide collective bargaining agreements negotiated between the Massachusetts Board of Higher Education and the Massachusetts Community College Council (MCCC). They are the Agreement by and Between the Board of Higher Education and the Massachusetts Community Council for Full- and Part-Time Day Faculty and Professional Staff

(MCCC Agreement) and the Agreement for Division of Continuing Education between the Massachusetts Board of Higher Education and the Massachusetts Community College Council/Massachusetts Teachers Association (DCE Agreement).

The workload of full-time faculty includes instructional and non-instructional components. Instructional components include teaching in both traditional and non-traditional learning modes, instructional preparation and the assessment of student performance. Non-instructional workload includes student assistance/advisement, office hours, college and community service, and professional development. The standard full-time faculty workload includes no more than three course preparations per semester and fifteen hours of instruction, four-office hours and seven hours of college-service and advising weekly. The MCCC Agreement allows adjustments to instructional hours and the number of course preparations based on faculty preferences and detailed workload calculation criteria for non-laboratory, laboratory, clinical, seminar and team-taught courses and additional course preparations. The college-service workload component provides time for faculty to contribute to institutional governance, community service and professional development. It is through college service that important college business is conducted including curriculum and academic policy design and review; and the assessment of institutional and program-level student learning outcomes.

Upon mutual agreement and with appropriate workload adjustment, the President may assign non-instructional duties such as curriculum development, professional development activities or administrative duties to a qualified faculty member. For example, Department Chairs and Program Coordinators, elected by faculty and appointed by the President's designee, are granted workload adjustments in compliance with the MCCC Agreement.

The part-time faculty workload, as defined in the MCCC and DCE collective bargaining agreements, includes instruction in both traditional and non-traditional modes, instructional preparation and the assessment of student performance. Part-time faculty also meet with students to provide academic support and are expected to attend one meeting each semester.

Academic Deans and Assistant Deans evaluate full-time faculty in accordance with the schedule, process and forms specified by Article XIII of the MCCC Agreement. Non-tenured faculty are evaluated annually and tenured faculty are evaluated every three years. Evaluation procedures include six detailed processes and a summary evaluation based on the following weightings: Student evaluations - 25%; Classroom Observation – 25%; Course Materials – 15%; Personnel File Review – 15%; Student Advisement – 10%; and College Service – 10%. The evaluation of part-time faculty includes student evaluations and a review of the course materials used in every course each semester and at least one classroom observation every three years. These evaluations are conducted by academic leaders in accordance with collective bargaining provisions.

A Massachusetts Community College system-wide salary schedule is equitably applied to all faculty and salary adjustments are granted in accordance with collective bargaining provisions. Faculty benefit packages as defined by applicable collective bargaining agreements and the commonwealth of Massachusetts. Faculty are made aware of available benefits during the hiring, orientation and on-boarding processes. Employee benefits are also detailed on the Human Resources website.

Middlesex endorses the principles and standards of academic freedom and academic responsibilities developed by the American Association of University Professors in cooperation with the Association of American Colleges. Grievance procedures outlined in collective bargaining agreements are available to faculty who feel that these rights have been violated.

Teaching and Advising

An organizational structure that centralizes responsibility for all departmental teaching assignments under the related Academic Dean, Associate Dean and Department Chair supports consistent quality, content and student learning expectations across all sections of a course. Student needs, faculty preferences, classroom availability and cost efficiency are considered in the assignment process.

Middlesex faculty utilizes a variety of instructional techniques as necessary to effectively respond to the diverse capabilities and needs of students. The integration of evidence-based, high-impact educational practices into the curriculum was identified as an institutional strategic planning priority linked to improving student success. In response, Middlesex Community College faculty incorporated high-impact practices such as learning communities, Service-Learning, undergraduate research, a First-Year Experience curriculum and student leadership and engagement opportunities into required components of the curriculum. The English Language Learner curriculum and developmental mathematics, reading, and writing courses have been redesigned to accelerate successful completion. Faculty are also actively engaged in a major revision of general education and are working to embed a minimum of three Institutional Student Learning Outcomes in liberal arts and sciences courses in preparation to apply for the new general education designation described in Standard 4 – The Academic Program, page 44. Once implemented, faculty will routinely collect and evaluate course artifacts from across all general education courses to assess the extent to which students have attained institutional expectations for specific learning outcomes at set points in their education.

Faculty are also focused on the effective use of technology to support student learning. Numerous opportunities have been provided to full- and part-time faculty to participate in online course development training using Blackboard as the learning management system. To date, 68 full-time and 103 part-time faculty have been trained to teach online. All course sections are given Blackboard websites to promote communication, improve the accessibility of course materials and support student success. Several programs have embedded the use of e-portfolios to document student work and their use is being piloted in several sections of the General Education Seminar: First Year Experience learning community.

Full-time faculty provide academic advising support to a minimum of 18 students annually. By mutual agreement with their Academic Dean, some faculty are compensated to advise more students using special processes; advising and career pathway guides and program outlines devised by faculty in areas such as the Academy of Health Professions, Criminal Justice and Early Childhood Education. The college has also made effective use of technology through the implementation of DegreeWorks to support this work. DegreeWorks allows students, faculty and advisors to document and share advising notes and to accurately track each student's progress toward degree completion. Its use ensures the consistent application of degree requirements and academic policies for all students, independent of academic program, college-entry term, and time and location of course enrollments. All full-time and part-time faculty have been trained in its use. Academic, Career and Transfer Counseling is also provided by professional advisors and is more fully described in Standard 6 – Students, page 94.

Middlesex promotes academic integrity through its policies and practices, including an Honor Code, a new definition of plagiarism developed by students, faculty and staff and approved by the Academic Standards Committee, and published student disciplinary policies that define and address academic misconduct. The college expects students to be held to high ethical standards, emphasizes the seriousness of cheating and plagiarism, and supports faculty as they address matters of academic integrity. Faculty are strongly encouraged to include statements on academic integrity in

course syllabi and Safe Assign is provided to help identify instances of plagiarism. Periodic workshops on plagiarism are offered and Academic Deans, Assistant Deans and Department Chairs are readily available to support and consult with faculty on related matters.

Professional Development, Scholarship, Research and Creative Activity

Middlesex has a strong commitment to professional and instructional development and offers a broad range of opportunities to enhance the professional knowledge and perspectives of its faculty and staff. The Office for Professional Development works closely with the college community to identify needs, design effective training experiences and create permanent, reuseable professional development workshops, seminars and trainings. It is responsible for two Professional Days annually and leads a college-wide committee charged with reviewing individual faculty and staff requests for professional development funding and allocating available resources. Over 500 employees, including 89 full-time and 90 part-time faculty, enrolled in workshops sponsored by the Office for Professional Development in 2012-2013. The office is open on Tuesday evenings to provide greater access to part-time faculty.

Examples of Faculty Professional Development Opportunities

- New Faculty Institute – Each spring all new full-time faculty participate in a 15-week New Faculty Institute that provides an opportunity for new faculty to create a supportive community within the larger institution and exposes faculty to Middlesex Community College's culture and practices through a focus on student success, high-impact practices and evidence-based assessment.
- College-wide Professional Days provide time for faculty and staff to gather for intensive discussion, workshops and presentations addressing a significant educational topic of shared concern and interest. Often, guest speakers focus attention and stimulate thinking on the issues being considered. A Planning Committee, drawn from Middlesex Community College faculty and staff work with the Professional Development Office to develop these programs. Attendance, required for full-time faculty and professional staff, is also open to part-time faculty and staff.
- Teaching, Learning and Reflection Centers on each campus advance effective and innovative teaching in all areas of instruction. They provide an informal space where faculty and staff can engage in on-going discussions around teaching and learning, explore effective teaching assessment methods and get help solving specific teaching issues.
- The Middlesex Community College Scholarship for Teaching and Learning (SoTL) Community, a voluntary group of full- and part-time faculty members from diverse disciplines, staff and administrators meets monthly to inquire into teaching issues and to create classroom research projects. Members engage in a winter retreat and a spring Get Inspired workshop. Annually, the Professional Development budget supports four SoTL projects focused on assessment and the application of best-practice research at the classroom level.
- Each year, approximately 68% of course enrollments are taught by part-time faculty. Acknowledging the critical role part-time faculty play, the college took the step of requiring them to complete a Student Success Professional Development Workshop through which over 500 part-time faculty learned more about the Strategies for Success grant initiatives and tools designed to support student success. The workshop enabled part-time faculty to participate more fully in college life and provided them with the skills and tools they need to work more effectively with our students. An annual, mandatory evening meeting focused on student success initiatives and professional development was established in April 2014.
- Academic Technology Training and Consultation: To support flexibility in teaching,

instructional designers offer workshops and individual consultation on adapting technology to pedagogy. Information and training is available for developing and incorporating technology into online as well as face-to-face courses. All faculty teaching online for the first time must complete the Middlesex training program or document mastery of their online teaching skills. Experienced faculty mentors support each faculty member teaching online for the first time.

- Many initiatives and resources support faculty efforts to add a global perspective to the curriculum and raise awareness of global issues across the college community, including an online toolkit of teaching strategies. Faculty may participate in special institutes offered by international experts from organizations such as the East-West Center. Increasing numbers of international affiliations provide opportunities for faculty and staff to study and teach both on campus and abroad, through institutes, exchanges, fellowships and international/intercultural organization memberships. Examples include the college's affiliation with the Asian Studies Development Project, Bridging Cultures grants from the National Endowment for the Humanities and a US Department of Education Grant to support the development of academic programs focused on Chinese culture and language. Faculty have taught in Morocco and South Africa and conducted trainings and participated in educational programs in a variety of countries including Ukraine, Cambodia and China. The college is committed to continuing to provide global experiences to faculty and staff; including professional and teaching opportunities abroad.
- Institutional professional development funding supports attendance at conferences, workshops and training programs; enrollment in work-related or discipline-related course work; research, curriculum and materials development; on-campus workshops with guest consultants; and engagement in other activities that contribute to the individual's professional growth and institutional effectiveness.
- Minigrants are awarded to faculty and staff for projects supporting at least one of the Institutional Student Learning Outcomes as well as one aspect of the Strategic Plan. Recent examples include a needs assessment for the Entrepreneurship program, digitizing English rubrics for Blackboard, developing an English Language Learner pilot course, creating a 3-D space for arson investigation and a flipped classroom initiative allowed faculty to experiment with filming their lectures to allow more class time for student work and projects.
- Faculty sabbaticals are authorized by the Board of Trustees and granted by the President upon the recommendation of the Provost and Vice President for Academic and Student Affairs and a faculty committee. On average, two faculty sabbaticals are awarded annually.

The scholarship, research and teaching expertise of faculty is promoted in a number of venues. Exemplary faculty and staff are awarded NISOD excellence awards annually and outstanding faculty and staff accomplishments are published in the College Blog and Profiles, the Middlesex Community College magazine. Faculty publications and presentations are regularly announced to the college community in Now Presenting/Now in Print, which is widely disseminated on Newscaster, posted on the college website and published in Profiles magazine.

Appraisal

Well-prepared, fully engaged faculty identify, design, assess and continually improve the academic programs and policies, instruction and student advising required to fulfill the institutional mission and Strategic Plan. The college invests in the professional development of its faculty and equitably administers workload, evaluation, salary and benefit provisions as detailed in union contracts.

A review of the distribution of full-time faculty and departmental course enrollments documents a pattern that appropriately reflects program course requirements, external program accreditation

requirements, and enrollment levels. Despite the college's continued commitment to replace all retiring full-time faculty members, 69% of all classes are taught by part-time faculty.

The college provides the organizational support and professional development necessary to ensure the consistent quality, content and expected learning outcomes of Middlesex courses regardless of when, where, how and by whom the courses are offered. Institutional capacity to ensure this consistency, as appropriate within contractual academic freedom provisions, was strengthened through the implementation of a new organizational structure in academic affairs in 2012 that firmly centralized responsibility for all offerings of a course title within its related academic department and division. Academic Deans and Associate Deans review course materials for adherence to academic policies and evaluate faculty in compliance with union contracts. Special care is taken to ensure that classroom-based and online; day, evening and weekend; Bedford, Lowell and off-campus; and traditional, self-paced and accelerated classes include consistent content, class and homework time, and expectations for student learning and achieve similar outcomes whether they are taught by full- or part-time faculty.

Accessible professional development and effective communication strategies that address the unique needs of a part-time faculty are essential to achieving this goal. Although the college makes significant efforts to engage part-time faculty in college life, some report that they do not feel fully accepted and integrated into the college community. Examples of current engagement strategies include the following:

- Eligibility for membership in the Faculty Staff Association encourages participation in college governance
- Opportunities to attend division and department meetings encourages participation in program and policy development, program review and student learning outcome assessment
- Engagement in classroom research is supported by the Centers for Teaching, Learning and Reflection, the Institute for Learner-Centered Teaching and the Scholarship for Teaching and Learning Community
- Opportunities to participate in important college discussions are available through college-wide Professional Days, Summits and Forums on important institutional issues
- Opportunities to engage in professional development workshops and events are promoted to faculty in print and online
- Support services and workshops targeted for part-time faculty including faculty orientation; the Adjunct Junction website; Adjunct Mentors and related open house events; and meetings each semester to disseminate information about new academic programs and resources, support services, and professional development opportunities.

Given its dependence on a fully prepared contingent of part-time faculty, the college must find additional creative, accessible strategies that will support the active engagement of this essential faculty resource. This is especially challenging since many part-time faculty are only on campus nights or weekends and are often juggling teaching assignments at multiple colleges and/or working full-time in their profession. In addition, their contract workload specifications do not include a college-service component.

Consistent with its commitment to diversity, equity and inclusion, Middlesex accepted the 2004 challenge presented by NEASC to build a faculty that reflects the racial and ethnic diversity of the student body. By 2009, the college had established the Office of Diversity and Equity Affairs and published clearly defined policies and rigorous, fair and equitable hiring practices. A mandatory training program, offered at varying times and locations, now ensures that faculty and staff serving on search committees clearly understand, and consistently apply, these standards. By January 2014,

over 300 Middlesex Community College employees had completed the training, allowing the formation of search committees composed of individuals with cognitive, racial, ethnic and cultural diversity, and with expertise in different areas. Effective outreach strategies now include the broader marketing of open positions; more effective networking; and the use of inclusive language in position descriptions.

The success of these hiring strategies is evidenced by the increased diversity within our full-time faculty ranks documented below. It must be noted, however, that there is still significantly more diversity in our student body than faculty ranks and, therefore, more work to be done.

Diversity		
	2008	**2013**
Full-Time Faculty	16%	20%
Newly Hired Full-Time Faculty	25%	43%
Student Body	28%	34%

The success achieved through the full-time faculty hiring process prompted efforts to build a more diverse pool of part-time faculty. Using the new full-time faculty hiring practices as a model, an approach that also addresses the timeframe complexities associated with hiring part-time faculty in a community college setting is in its pilot and assessment phase. Part-time faculty positions are now posted on the college website using Interview Exchange, which allows us to recruit more broadly and inclusively. In FY14, nineteen part-time faculty positions were posted using Interview Exchange which overall yielded 15.1% racial/ethnic diversity (n=34) of the total candidates (n=224) who applied online.

Diversity - Part-Time Faculty				
	F2010	**F2011**	**F2012**	**F 2013**
White	5%	10%	9%	10%
Minority	95%	90%	91%	90%

Teaching and Advising

Faculty-driven best-practice research, program development, program reviews and Institutional Student Learning Outcome assessment are essential to achieving academic excellence at Middlesex. Committed to student success, Middlesex faculty members routinely engage in course, program and institutional student learning assessment to support the continual improvement of academic programs and teaching effectiveness. Just a few examples of this faculty work over the past five years include completely redesigned mathematics, reading and writing developmental education programs that accelerate entry to college-level coursework; an innovative First-Year Experience program featuring one-credit General Education Seminars linked to a general education or developmental course and offered as a learning community; an Academy for Health Professions providing short-term, entry-level, career-ladder certificate programs in the health field; a new English Language Learner program that accelerates learning; a new general education model requiring the mapping of institutional student learning outcomes to course assignments and activities and the provision of authentic student work to be used for assessment at the institutional level.

Many Middlesex Community College faculty have a particular interest in enhancing their understanding and use of instructional technology. In 2013, 42 additional faculty members completed an intensive professional development model to be certified by the institution to teach

online bringing the number of trained faculty to 171. This includes 52% of full-time and 25% of part-time faculty. Several faculty are piloting the use of streaming video provided through the Blackboard Learning Management System to supplement class presentations, flipped classroom approaches, and the use of simulation software. A growing number of faculty are experimenting with the use of e-portfolios to help students evaluate their academic and creative growth and achievement. It is anticipated that the use of e-portfolios will also help simplify the currently cumbersome process of collecting course artifacts for use in the assessment of student learning outcomes at the institutional level.

Middlesex Community College employs a developmental advising model, with most entering students assigned to Professional Advisors for their first year and then transitioned to full-time faculty advisors in their major. Exceptions include entering Criminal Justice, Early Childhood Education and Health students who are advised by full-time program faculty throughout their enrollment. Most part-time faculty are not assigned student advisees, but are often asked advising related questions by their students.

In the November, 2013 Faculty/Staff Survey, faculty reported the following perceptions.

Faculty and Staff Survey, November 2013

Faculty Respondents	Strongly agree or agree		Disagree or Strongly Disagree		Report No Opinion	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
I am confident that I provide accurate information when I advise students.	93%	61%	4%	2%	3%	37%
I feel that training for advising is adequate.	69%	28%	18%	17%	13%	55%
Refresher session run prior to advising are beneficial.	70%	39%	5%	3%	25%	53%
When I have advising questions, I have resources available to answer my questions.	89%	49%	4%	6%	7%	45%
DegreeWorks helps me advise students.	95%	29%	1%	8%	4%	63%
I have confidence that DegreeWorks is accurate.	84%	26%	4%	5%	12%	69%

As is documented above, full-time faculty are very confident in their ability to provide accurate information to their advisees, have access to resources when they have advising questions and have confidence in the accuracy of DegreeWorks when they use it to advise students. Part-time faculty who reported an opinion tended to agree with this assessment, but large numbers checked "no opinion." This is not surprising, since part-time faculty are not assigned advisees as part of their workload. It is important to note, however, that since 68% of Middlesex course enrollments are taught by part-time faculty, many students rely on them for academic guidance.

The college makes significant efforts to provide professional development on advising-related issues accessible to part-time faculty. Along with training on DegreeWorks, new faculty are oriented to the developmental model of advising, online advising resources, the course repeat policy, fresh start policy, academic progress policies, and new initiatives including the revision of general education, the assessment of student learning outcomes, new models of providing developmental education, the First-Year Experience Program, and learning communities. The college is committed to enhancing its efforts to provide welcoming and accessible communication, engagement, and training strategies that effectively address the needs of part-time faculty.

Professional Development, Scholarship, Research and Creative Activity

One of the important ways that Middlesex fulfills the opening sentence of its mission statement, "At Middlesex Community College, everyone teaches, everyone learns," is its commitment to professional development of its faculty and staff. Through the varied and numerous opportunities for professional development described earlier, 37% of all faculty formally participated in a professional development workshop in 2012. This includes 68% of all full-time and 22% of all part-time faculty. In addition, nearly 100% of part-time faculty attended a required workshop focused on academic advising and curriculum revisions supported by the Title III Strategies for Success grant.

Most college-sponsored professional development workshops and events are fairly well attended by targeted faculty cohorts and they are generally positively rated on exit evaluations. Significant numbers of faculty, however, are not sufficiently aware of funding to support attendance at external events. In 2013, 41% of full- and part-time faculty reported that, while employed at Middlesex, they had applied for professional development funding to attend a conference. Of the faculty who did not apply, 45 out of 110 were not aware of the opportunity.

When asked to comment on the types of professional development opportunities available, most voiced satisfaction. When asked what additional kinds of professional development faculty would like, responses included more sabbatical opportunities for research and publishing and more training in the use of technology and teaching online. When asked what professional development opportunities faculty wished they had more time for, responses included the Scholarship of Teaching and Learning Community, seminars in their academic discipline and conferences. The college will continue to assess its communication, training and professional development strategies, especially as they relate to part-time faculty, and allocate staff time, program development efforts and resources as necessary to best support academic excellence.

Institutional Strengths	Institutional Challenges
• Middlesex Community College faculty are fully engaged, and play an essential role, in the identification, development, implementation, assessment and improvement of academic programs, policies and support services. • Middlesex ensures the quality of instruction by consistently evaluating the performance of its faculty in accordance with applicable collective bargaining agreements. • The college views the ongoing professional development of its faculty and staff as fundamental to student achievement and institutional success. Numerous professional development opportunities are available to full- and part-time faculty seeking to further develop, assess and finetune their effectiveness. • Middlesex has significantly increased the diversity of its full-time faculty through the implementation of a formal hiring process that includes a mandatory training program for all search committee members. • Full-time faculty who serve as academic advisors at Middlesex understand their advising responsibilities, report high confidence levels in their capacity to accurately advise students and	• Despite the college's efforts to more fully engage part-time faculty, many report that they do not feel fully integrated into the college community. Middlesex Community College is challenged to identify more effective communication, engagement and professional development strategies to provide up-to-date information regarding the curriculum, expected student learning outcomes, academic advising, student support services/resources, professional development opportunities, college governance, program and policy development and the assessment of student learning to part-time faculty. • The college needs to expand its current strategies to ensure that all full- and part-time faculty have realistic opportunities to engage in professional development related to the design/redesign of course assignments, rubrics and assessment. • Middlesex has developed effective hiring practices that have significantly contributed to the creation of an increasingly diverse full-time faculty. The college is in the process of implementing a hiring plan to increase diversity

have access to advising resources and training to support their success.
- The college has made significant efforts to encourage part-time faculty to participate in college governance and engage in professional development opportunities.

within its part-time faculty and will be challenged to identify, implement and assess effective recruitment and hiring practices that will meet this goal within part-time faculty hiring timelines.
- As a maturing institution, Middlesex is experiencing a significant number of retirements from its full-time faculty. The college must continue to invest the time and resources necessary to hire, orient and retain a well prepared, increasingly diverse, full-time faculty prepared to support student and institutional success.

Projections

Beginning in the Fall 2014, a Part-Time Faculty Engagement Liaison position will be developed, posted and filled to work directly with the Provost, Associate Provost and the Academic and Student Affairs Council to strengthen the college's ongoing efforts to educate, engage and support all part–time faculty members.

In academic year 2014-2015, a more comprehensive draft hiring process for the hiring of all part-time faculty members will be developed by the Academic Deans Council in close consultation with the Human Resources, Affirmative Action and Compliance areas of the college and the MCCC. As much as practicable, the "best-practices" strategies cited, which have garnered results in the diversification of full-time faculty, will be incorporated into the new process. This new hiring process will be piloted in spring 2015 and will be reviewed by college leadership on an annual basis.

The Human Resources area, in consultation with the college leadership team, will continue to review and revise the current on-boarding process for full-time faculty on an annual basis. The college's Professional Development Staff, under the direction of the Provost, Associate Provost and in collaboration with the Academic Deans Council will review and revise the successful established New Faculty Institute program on an annual basis. Reassigned time for new faculty hires will continue to support this effort and will ensure full participation of all new full-time faculty in the New Faculty Institute.

Institutional Effectiveness

Middlesex ensures the quality, sufficiency and effectiveness of the teaching and advising services provided by its faculty through the consistent administration of contractually mandated faculty evaluations; an inclusive program review process linked to budget recommendations, wide-spread faculty involvement in the assessment of student learning outcomes, and the routine administration, analysis and discussion of the Community College Survey of Student Engagement and institutional surveys. Results guide institutional priorities for program improvement. The availability, quality and effectiveness of appropriate professional development for faculty is ensured through post program assessments and periodic opportunities for faculty to identify unmet professional development needs and preferred methodologies. Faculty also have opportunities to serve on committees to plan professional development programs and to approve individual faculty/staff requests for funding to support conference and workshop attendance and further career-related higher education.

DATA FIRST FORMS – STANDARD 5

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

		3 Years Prior (Fall 2011)		2 Years Prior (Fall 2012)		1 Years Prior (Fall 2013)		*Current (Fall 2014)*		*Next Year (Fall 2015)*	
		FT	PT	FT	PT	FT	PT	*FT*	*PT*	*FT*	*PT*
Rank and Gender											
Professor	M	36		36		33		*33*		*33*	
	F	63		58		59		*59*		*59*	
Associate	M	4		2							
	F	10		7		6		*6*		*6*	
Assistant	M	4		6		10		*10*		*10*	
	F	8		13		16		*16*		*16*	
Instructor	M		192		178		177		*177*		*177*
	F		287		288		262		*262*		*262*
Other	M										
	F										
Total	M	44	192	44	178	43	177	*43*	*177*	*43*	*177*
	F	81	287	78	288	81	262	*81*	*262*	*81*	*262*
Rank											
Professor		99	-	94	-	92	-	*92*	-	*92*	-
Associate		14	-	9	-	6	-	*6*	-	*6*	-
Assistant		12	-	19	-	26	-	*26*	-	*26*	-
Instructor		-	479	-	466	-	439	-	*439*	-	*439*
Other		-	-	-	-	-	-	-	-	-	-
Total		125	479	122	466	124	439	*124*	*439*	*124*	*439*
Salary for AY		FT	PT	FT	PT	FT	PT	*FT*	*PT*	*FT*	*PT*
Professor	Min	48,709		51,274		49,856		*49,856*		*49,856*	
	Mean	64,271		65,017		67,578		*67,578*		*67,578*	
Associate	Min	45,834		46,775		45,995		*45,995*		*45,995*	
	Mean	50,758		50,950		52,647		*52,647*		*52,647*	
Assistant	Min	43,358		44,059		45,270		*45,270*		*45,270*	
	Mean	53,464		53,628		54,201		*54,201*		*54,201*	
Instructor	Min		1,050		1,023		1,059		*1,059*		*1,059*
	Mean		6,366		6,649		6,816		*6,816*		*6,816*

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

		3 Years Prior (Fall 2011)		2 Years Prior (Fall 2012)		1 Years Prior (Fall 2013)		*Current (Fall 2014)*		*Next Year (Fall 2015)*	
Highest Degree Earned		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Doctorate											
Professor		20		16		13		*13*		*13*	
Associate											
Assistant		3		6		9		*9*		*9*	
Instructor			62		61		59		*59*		*59*
Other											
Total		23	62	22	61	22	59	*22*	*59*	*22*	*59*
Highest Degree Earned											
Master's											
Professor		72		73		74		*74*		*74*	
Associate		12		7		5		*5*		*5*	
Assistant		8		10		15		*15*		*15*	
Instructor			378		368		342		*342*		*342*
Other											
Total		92	378	90	368	94	342	*94*	*342*	*94*	*342*
Highest Degree Earned											
Bachelor's											
Professor		6		4		6		*6*		*6*	
Associate		1		1							
Assistant		1		3		2		*2*		*2*	
Instructor			34		32		34		*34*		*34*
Other											
Total		8	34	8	32	8	34	*8*	*34*	*8*	*34*
Highest Degree Earned											
Professional Licensure											
Professor		1		1							
Associate		1		1							
Assistant											
Instructor			5		5		4		*4*		*4*
Other											
Total		2	5	2	5	-	4	-	*4*	-	*4*
Fall Teaching Load											
Credit Hours											
Professor	Max	15		15		15					
	Med	12		12		12					
Associate	Max	15		15		15					
	Med	12		12		12					
Assistant	Max	15		15		15					
	Med	12		14		13					
Instructor	Max										
	Med										

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

	3 Years Prior (Fall 2011)		2 Years Prior (Fall 2012)		1 Years Prior (Fall 2013)		*Current (Fall 2014)*		*Next Year (Fall 2015)*	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor										
Associate										
Assistant	8		6		11		11		11	
Instructor		48		68		53		53		53
Other										
Total	8	48	6	68	11	53	11	53	11	53
# of Faculty in Tenured Positions										
Professor	99		94		93		93		93	
Associate			1							
Assistant										
Instructor										
Other										
Total	99	0	95	0	93	0	93	0	93	0
# of Faculty Departing										
Professor	2		2		3		3		3	
Associate					1		1		1	
Assistant										
Instructor		15		17		21		21		21
Other										
Total	2	15	2	17	4	21	4	21	4	21
# of Faculty Retiring										
Professor	4		8		5		5		5	
Associate										
Assistant										
Instructor										
Other										
Total	4	0	8	0	5	0	5	0	5	0

Standard 5: Faculty

Number of Faculty by Department or Comparable Unit, Fall Term

	3 Years Prior (Fall 2011)		2 Years Prior (Fall 2012)		1 Years Prior (Fall 2013)		*Current (Fall 2014)*		*Next Year (Fall 2015)*	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Art	3		3		3		*3*		*3*	
Biology	10		10		10		*10*		*10*	
Business	9	23	7	23	9	22	*9*	*22*	*9*	*22*
CAD Technology	2	1	2	1	2	1	*2*	*1*	*2*	*1*
Chemistry	2		2		2		*2*		*2*	
Communications	2		2		1		*1*		*1*	
Computer Applications	3		3		2		*2*		*2*	
Computer Science	3		3		3		*3*		*3*	
Criminal Justice	4	11	4	7	4	7	*4*	*7*	*4*	*7*
Dental Assisting	2	2	2	1	2	1	*2*	*1*	*2*	*1*
Dental Hygiene	7	19	8	18	8	16	*8*	*16*	*8*	*16*
Dental Laboratory Tech	1	2	1	2	1	2	*1*	*2*	*1*	*2*
Diagnostic Medical Son	2	1	2	1	2	1	*2*	*1*	*2*	*1*
Economics	2		2		2		*2*		*2*	
Education	2	10	2	7	2	7	*2*	*7*	*2*	*7*
English/Humanities	12		10		10		*10*		*10*	
ESL	2	6	2	4	2	4	*2*	*4*	*2*	*4*
Graphic Design	1		1		1		*1*		*1*	
History/Government	3		3		3		*3*		*3*	
Laboratory Sciences			1		1		*1*		*1*	
Legal Studies	2	12	1	14	2	13	*2*	*13*	*2*	*13*
Mathematics	15	57	15	55	15	52	*15*	*52*	*15*	*52*
Medical Assisting	1		1		1		*1*		*1*	
Mental Health	3	3	3	5	3	5	*3*	*5*	*3*	*5*
Music	2		2		2		*2*		*2*	
Nursing	10	33	10	31	11	29	*11*	*29*	*11*	*29*
Performing Arts	1		1		1		*1*		*1*	
Philosophy	1		1							
Physics	1		1		1		*1*		*1*	
Psychology	6		6		6		*6*		*6*	
Radiologic Technology	2	2	2	2	2	2	*2*	*2*	*2*	*2*
Reading	3		3		3		*3*		*3*	
RFID-EUT	1		1		1		*1*		*1*	
Sociology	2		1		2		*2*		*2*	
Telecommunications	2		2		2		*2*		*2*	
World Languages	1		2		2		*2*		*2*	
Interdisciplinary				9		9		*9*		*9*
Science		55		49		46		*46*		*46*
Electronics		18		15		14		*14*		*14*
Biotechnology		2		2		2		*2*		*2*
Fire Science		6		5		5		*5*		*5*
Behavioral Science		66		64		61		*61*		*61*
English		87		79		72		*72*		*72*
Humanities		56		57		53		*53*		*53*
Transition Program		6		6		6		*6*		*6*
Associated Health Prog		1		9		9		*9*		*9*
Total	125	479	122	466	124	439	*124*	*439*	*124*	*439*

Students

Standard 6.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 6 – STUDENTS

Description

Middlesex Community College provides an array of services to students from pre-enrollment through graduation to support their intellectual and personal development, and success. The college has received national recognition from organizations such as Campus Compact and the National Association for Student Personnel Administrators for its work in student leadership development, civic engagement, student success initiatives and assessment of student learning.

These services are provided to a diverse student population. In fall 2013, 57% of students were women, and 43% were men. In fall 2013, 61% of the student population were White, 17% Hispanic, 11% Asian, 7% Black, and 2% two or more races. Less than 1% was American Indian/Alaskan Native. Enrollment of minority students has grown from 29% in fall 2009 to 37% in Fall 2013, including dramatic growth of 45% in the Hispanic student population. Trend data indicates the age group of 19-21 is decreasing. In fall 2013, 37% of students were between the age of 19 and 21, down from 38% in fall 2008. Several age group are experiencing increases including students in the 22-24 age group from 16% to 18% and the percentage of students in the 25-29 age group from 12% to 14%.

Students at Middlesex have the option of taking courses during the day, evening, weekend, or online. Since fall 2009, the percentage of day credits has declined from 73% to 71% in fall 2013. However, the percentage of online credits has increased from 8% in fall 2009 to 10% in fall 2013. While campus enrollments have remained steady as a proportion of the total at the Lowell and Bedford campuses, online enrollments have increased 2% since fall 2008. The shift from full-time to part-time enrollment is evidenced in the trend data. The percentage of students attending the college full-time has decreased from 44% in fall 2009 to 37% in fall 2013 while the part-time enrollment has increased from 56% in fall 2009 to 63% in fall 2013. The decline in full-time enrollment may be reflective of the continuing decline in the number of high school students in several of Middlesex's feeder schools. In its top feeder school, Lowell High School, the number of ninth graders has decreased by 255 students from 2008 to 2011.

In fall 2012, students came from 33 different countries. Top countries include Brazil (11), Kenya (7), and Vietnam (5). In addition to student taking courses, a small number of students participate in Optional Practical Training for up to a year after graduation. Middlesex Community College continues to track the students through SEVIS (Student Exchange Visitor Information System).

Five-Year Enrollment Trends

	2009	2010	2011	2012	2013	5-Year Variance
Full-time	44%	43%	40%	39%	37%	-7%
Part-time	56%	57%	60%	61%	63%	7%
Minority	29%	32%	34%	35%	37%	8%
First Generation	44%	45%	47%	46%	47%	3%
Low Income	30%	35%	38%	40%	41%	11%
Age 22 and Above	52%	53%	54%	54%	53%	1%
Age Below 22	48%	47%	46%	46%	47%	-1%
Veterans	289	338	383	392	432	49%

Source: Middlesex Community College Institutional Research

Admissions

The Office of Admissions supports the college's mission to "educate, engage and empower a diverse community of learners" through its broad recruitment efforts. In conjunction with state requirements, the Office of Admissions establishes annual enrollment projections based upon analysis of data related to demographics, enrollment trends and labor market needs. As discussed in Standard 2, the college is in the process of developing a comprehensive Enrollment Plan co-chaired by the Vice President of Enrollment Management, Research and Planning and the Dean of Admissions in collaboration with a cross-functional committee to encourage college-wide recruitment in populations.

Outreach and recruitment of students includes strategies targeted to specific populations. To recruit high school students, the Office of Admissions conducts high school visits, Admissions Days and special events, participates in college fairs, offers presentations and campus tours to specific high school populations, and publishes a biannual electronic newsletter. This newsletter updates guidance counselors on admissions, financial aid, and new college programs and services. To support student recruitment and enrollment, Middlesex maintains articulation agreements with 12 comprehensive and technical high schools for 25 Middlesex programs and the Middlesex Dual Enrollment Academy. The Dual Enrollment Academy is aligned with the Massachusetts Vision Project's key outcome of college participation. Dual Enrollment classes are available both at the college and onsite in specific high schools. As a result, dual enrollment has almost tripled since 2009-10, increasing from 103 students to 386 in 2012-13. The program is highly successful with a course completion rate is 96%.

Middlesex recruits adult students and veterans through One-stop Career Centers, career/college fairs, local businesses, community agencies and General Education (GED)/High School Equivalency (HSE) programs. Participation in the Massachusetts Community College Workforce Development Transformation Agenda, funded by a U.S. Department of Labor grant, has supported the addition of two college Career Navigators who work closely with staff at the One-stop Career Centers to recruit and enroll adult students, including veterans and those that are unemployed or underemployed. The Career Navigators have strengthened connections to the career centers, an important resource for the recruitment of students.

International and area English Language Learners are recruited by outreach to community groups serving immigrant and non-native populations. Agreements with area English Language Schools offer a pathway for students who have not achieved required English proficiency.

Admission policies and procedures are reviewed annually, comply with all requirements established by the state's Department of Higher Education and support the college's mission. A high school diploma or GED/HSE is required. Policies and procedures for all programs, including those with selective admissions requirements, are published in the catalog and on the admissions website. Requirements are also included on application forms. International students and applicants applying to a selective program are required to meet all published requirements. The admission process adheres to the college's affirmative action, equal opportunity, equal education, non-discrimination, and diversity guidelines that are supported by the Massachusetts Department of Higher Education Community College's Policy on Affirmative Action.

The college uses the College Board Accuplacer to assess the skill levels of incoming students. All students are required to take the Accuplacer so they may be placed at the appropriate course level for their first semester. Students receive information about test preparation on the Middlesex Community College Getting Started website and through information provided in the admission acceptance package and in the enrollment offices. The Academic Centers for Enrichment (ACE)

assist students to prepare for the placement exam. This support includes preparation and review materials, the opportunity to work with tutors, and attend math, reading and writing refresher courses. Students with disabilities are advised to declare and document their disability with the Office of Disability Support Services. A declaration form is included in all students' acceptance packages. Students with documented disabilities may request accommodations prior to taking the Accuplacer test. A disability specialist will meet with individual students to develop a learning accommodations form to assist in providing access and accommodations throughout the student's time at the college. Students who do not test into college-level courses are placed in developmental courses in English, math, and reading.

Retention and Graduation

The college has designed a systematic approach to providing services and programs to ensure student success. Upon admittance, students receive an admissions package, which includes a letter detailing their next steps. All day, first-time students are required to attend Getting Started sessions where students are provided an overview of college services, meet with an advisor and register for courses. Additional information is provided through other orientation activities.

Academic advising, a shared service throughout the college, is provided by professional advisors available through the Academic, Career and Transfer Advising Centers in Bedford and Lowell, as well as faculty and staff. In their first year, new students are assigned a professional advisor with the exception of some students who are enrolled in career programs that assign a faculty or program advisor in the first year. At the end of their first year, all students receive an advising assignment. The advising process includes a focus on education, career and transfer planning. Advisors also connect and refer students to support services and resources. The Advisor Guide for Student Services On-Campus is available to students. An Advising Syllabus and Advising Guides were developed collaboratively by professional advisors and faculty as part of the Title III Strategies for Success project. The Advising Syllabus, outlining student and advisor responsibilities and expected student learning outcomes, is given to all students. Advising Guides for each program are available at the program websites and in hard copy at the Advising Centers. The guides include information that helps students to explore academic and career interests and to determine whether a specific major is the correct choice for them. In addition, the guides provide information on program outcomes and suggestions on steps to be taken to pursue either career or transfer options. DegreeWorks provides advisors and students with a comprehensive set of web-based academic advising, degree audit and transfer articulation tools. In addition to the multiple advising services highlighted above, an achievement coach and career/counselor job placement specialist is assigned to each academic division's career pathways center. They connect students to career information resources, internships, employment opportunities, research experiences, and co-curricular activities to enhance learning.

The STEM Starter Academy, coordinated through the Health and STEM Pathways Center, offers a variety of programs to support recruitment of students and their success at Middlesex. These include summer Bridge programs, a Math Boot camp, career exploration and employment fairs, research opportunities, preparation for certification examinations, mentoring, and curriculum alignment by high school and college faculty. Academic, career, and transfer advising was moved from Enrollment Services to Academic Affairs in July 2014 to link more firmly the important advising functions with other student success initiatives.

Middlesex Community College also provides intensive case management and support services for at-risk students who face multiple barriers. These programs include TRIO: Student Success Program for low-income and first-generation college students and individuals with disabilities (200), TRIO: Program for Student Achievement for students with documented disabilities (100),

College Access for at-risk students not served by TRIO programs (50), Links, a transition program serving GED/HSE graduates (20), and Lowell Connections for students who applied but were not accepted into UMass Lowell (225). Personal counseling is also available on each campus.

Retention and graduation goals have been determined by college leadership and are benchmarked against published median rates of the Massachusetts Department of Higher Education's Linear Trends Report as well as Vision Project Dashboard. Massachusetts Community College System, and American Association of Colleges and Universities Roadmap Project Colleges. Institutional Research compiles annual data on student success for planning, resource allocation and improvement. The college has made significant progress towards achieving its persistence rate goal with an increase from 77% in FY2011 to 81.9% in FY2014 for first-time, full-time students, and 61.9% in FY2011 to 67.7% in FY2014 for first-time, part-time students. Likewise, fall-to-fall retention has increased since 2011 from 58.1% to 62.5% in 2014 for full-time students.

Persistence Rate	Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
	FA10-SP11	FA11-SP12	FA12-SP13	FA13-SP14	FA14-SP15	
Full-Time	77.0%	82.1%	83.5%	81.9%		90%
Part Time	61.9%	59.3%	64.6%	67.7%		73%

Percentage of first-time, degree-seeking students in fall returning in spring. Source: Institutional data.

Retention Rate	Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
	FA09-FA10	FA10-FA11	FA11-FA12	FA12-FA13	FA13-FA14	
Full-Time	58.1%	55.9%	63.0%	62.5%		79%
Part-Time	43.3%	42.8%	45.4%	47.6%		55%

Percentage of first-time, degree-seeking students in fall returning in subsequent fall. Source: Institutional data.

There is also evidence that the student success initiatives are increasing the college's graduation rate. While the 150% graduation rate for the FA10 cohort was 12.7%, the same rate for the FA11 cohort is now estimated to be 14.25%, as of printing. Further, this rate may increase as the summer awarding process continues. The transfer rate and the combined graduation/transfer rate will not be available until Spring 15.

Graduation Rate	Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
	FA08	FA09	FA10	FA11	FA12	
Graduation Rate	13.2%	13.2%	12.7%	14.25*		25%
Transfer Rate	23.6%	23.8%	23.0%			34%
Graduation/Transfer Rate	36.8%	37.0%	35.7%			49%

First-time, full-time degree-seeking students who graduate or transfer in 150% of time. Source: Institutional data.
*Estimated FA11 IPEDS 150% graduation rate as of August 2014.

Additional data to demonstrate Strategic Plan and Vision Project outcomes include academic achievement, enrollment in high-demand fields, progression through developmental education, and participation in civic engagement, many of which are disaggregated by student group. Reports, which can be tailored for specific programs, are shared with the college leadership and made available to the entire college community. Vice Presidents, Deans and Department Chairs utilize the data to monitor student outcomes and to make programmatic changes, as needed, to inform recruitment and to strengthen student success. Most recently, this analysis has resulted in a broad, focused institutional effort to close the achievement gap, particularly for Latino students.

Student Services

Through program reviews and assessment and annual division and departmental planning and evaluation, the college monitors the learning needs of its students and then designs and enhances programs to address these needs. Faculty and staff research best practices to ensure that services offered by the college reflect the quality and scope required to meet student needs effectively. Middlesex offers an array of services that are aligned with its mission and the needs and goals of its students, including those enrolled on-campus and online. Services focusing on student success extend from initial enrollment, to completion of gatekeeper courses, entry into college-level courses, retention and graduation. Key services and programs are described below.

Middlesex's commitment to student retention and graduation begins with the admissions process and continues with the First-Year Experience (FYE) program and throughout the students' time at the college. First-Year Experience includes Getting Started sessions; orientation programs for the general student population, as well as special student groups such as Latino, Asian and International students; Parent Programs (Family Night, Support Your Student); Opening Day Activities; Welcome Month Social and Athletic Activities; First-Year Experience Engagement Activities and First-Year Experience General Education Seminars. Many of the activities are specifically designed to support one or more of the college's six Institutional Student Learning Outcomes (ISLOs). The Getting Started orientation sessions, mandatory for all new students, introduce students to academic requirements and provide information on student services, academic opportunities, and support services.

Peer tutoring and supplemental instruction are offered through the Academic Centers for Enrichment. Peer tutoring is available to all students, while supplemental instruction is offered in the Health and STEM gateway courses. Supplemental instruction services were initiated in 2012-2013 when the college's tutoring services were redesigned to serve increased numbers of students more effectively. Extensive training is provided for the peer tutors and supplemental instruction leaders, who also serve as role models and mentors for students. Middlesex provides eTutoring in writing, math, science, accounting and research methods through the Connecticut Distance Learning Consortium (CTDLC). It is available 24/7 to all students year-round.

The number of students accessing disability support services has grown by 40% over the past 10 years to almost 1,000 students with a concurrent increase in the numbers of students presenting with psychiatric disabilities, autism spectrum disorders, and multiple and low incidence mobility, health and sensory disabilities. To meet student needs, Disability Support Services provides extensive services and resources to empower each student to attain his/her highest level of academic success and learning independence. Services include documentation and intake interview; approval and coordination of accommodations; metacognitive tutoring; self-advocacy training; advising and registration assistance; communication with college staff, faculty, and community agencies on behalf of students; facilitation of referrals for support services on- and off campus; assistance with problem-solving concerning educational barriers; and advocacy. Accommodations include use of assistive technology; alternate forms of testing; adjustable furniture; sign language interpreters; and real-time captioning translation.

Within Disability Support Services, the college also offers The Transition Program, a unique alternative non-credit program serving 40 students with significant learning disabilities to prepare them for employment. The Inclusive Enrollment Program, begun in fall 2014, serves 10 high school students with severe cognitive disabilities.

Recognizing the importance of providing all students with opportunities to become active and engaged leaders, the Center for Leadership & Engagement offers a wide array of transformative

experiences in and out of the classroom that reflect the college's ISLOs and support the intellectual, social and emotional development of students. Leadership development opportunities include more than 15 workshops offered during the year, the one-credit General Education Leadership Seminar, Paul Sullivan Leadership Institute, and participation in student-run clubs and organizations and/or civic engagement activities. In 2013-2014, through a partnership with the National Society for Leadership & Success, more than 100 Middlesex Community College students participated in live broadcast leadership lectures by national experts and completed campus work related to goal setting, team building, and community service. Last year, 334 students served in a variety of leadership positions, including student trustee, peer mentors, orientation leaders, student government positions, tutors, club and honor society board members, and supplemental instruction leaders. Students are able to apply for leadership positions through a centralized application process that is coordinated through the Center for Leadership & Engagement.

Middlesex offers more than 30 student clubs and organizations representing academic, general, multicultural and recreational interests. The Student Union Government Association (SUGA) is the student governance organization that serves at the liaison between the administration and the student body. SUGA meets weekly on both campuses to review club budgets, charters, and other requests. SUGA members serve on Faculty Staff Association committees and work on issues that are important to the current study body.

As part of its Title III project, Middlesex became one of only a few colleges in the country to identify a student engagement specialist to work directly with faculty across multiple disciplines to embed co-curricular engagement activities in their courses. Funding and logistical support is available for faculty to create activities that enhance the course content and materials. Activities may include guest speakers, panels, museum and theatre trips, and business networking. The very popular "Food for Thought" initiative supports faculty and students getting together at a meal to discuss a play, museum tour, or movie that they attended together. In 2012-2013, this innovative collaboration between academic and student affairs resulted in more than 100 events.

Among the many civic engagement opportunities available to students are service-learning, community service, alternative spring breaks, and social entrepreneurship. In 2012-13 year, students participated in 1,485 experiences. In addition, Middlesex Community College participates in the AAC&U NEH Bridging Cultures initiative that is focused on integrating an understanding of local and global civic learning and engagement into courses and co-curricular activities.

Students from diverse backgrounds are supported in multiple ways by departments across the college and through programs offered by The Office of International and Multicultural Affairs, located on the Lowell campus. Services include a Latino Student Institute, Multicultural Achievement Peer Program, clubs (Latinos Unidos, African Cultural, International and Spectrum), Women's Leadership Network, Diversity Awareness Summit, and orientations for Latino, Asian, African American and international students. In Fall 2012, support services for diverse students expanded to include LGBTQ students. The Spectrum Club, which is a LGBTQ and ally advocacy group, now meets in the Multicultural Center and provides a forum for students to discuss issues openly and honestly and to gain insight and support from each other.

International Education Fellowships to Belize, China, Peru, Russia and Ireland are offered to Middlesex Community College Students. Each fellowship is part of a three-credit course and participants must complete reading and journals prior to and during the study tour. The Ireland and Peru Fellowships include a service-learning component.

Through outreach, activities, partnerships, and workshops, Veterans Services has actively responded to the increase in the number of student veterans, spouses and dependents. The number

of veterans has increased 35% from 289 in Fall 2009 to 438 in Fall 2013. Veterans Resource Centers are located on both campuses and provide support to veterans and their families from the application and admissions process through the entire time they are enrolled. Staff provide a special orientation and opportunities for veterans to connect with one another through the Veterans Club, as well as facilitate access to both on- and off-campus support services. Academic advisors who specialize in working with veterans are located at the Enrollment Services Centers on each campus. Middlesex Community College has worked with the MGH Home Base Program, the Veterans Administration and the Ciccolo Family Foundation to provide services.

The college's Center for Health & Wellness offers students, faculty and staff recreational and educational programming that supports the multiple components of health and wellness. Programs include personal training, group exercise, outdoor adventure, running, meditation, and yoga. Through a partnership with UMass Lowell, students are able to participate in intramural or club teams, such as soccer, basketball and volleyball. Middlesex also participates in an intercollegiate hockey league and competes against colleges and universities throughout New England. The Center oversees all intramural and club programs, including their financial aspects. Students participating on club teams must be in good academic standing. The college has collaborated with the UMass Lowell Recreation Center to offer a special student discount membership of $15 per month.

From FY09 to FY13, the number of students applying for financial aid grew by 46% from 4,857 to 7,044 applicants. Those receiving financial aid increased from 4,103 to 6,149. From FY10 to FY14, tuition and fees increased by 20%. During this same period, the college increased institutional aid by 28%. A total of 35% of 2013 graduates had an average debt of $7,237. Students who left the college with debt prior to graduation had an average debt level of $5,608. The Financial Aid Office has worked to reduce the loan burden of its students. In FY09, loans made up 31% of financial aid awarded, compared to 27% in FY13. In 2011-12, only 23% of first-time, full-time students received a loan, placing Middlesex at number five out of the fifteen community colleges.

Financial Aid Allocations FY14	
Federal Grants	$12,279,380
Federal Loans	$5,152,635
Federal Work Study	$153,268
State Aid	$2,405,532
Institutional Grants	$900,000
Private Grants	$237,575
Private Loans	$263,536

The Financial Aid Office ensures that students are informed of federal, state and private financial aid and scholarship opportunities and related application requirements through a variety of initiatives, including: information published in the catalog and on the website; Financial Aid TV available on the college website in both English and Spanish; presentations at high school and community organizations; participation in College Goal Sunday; and onsite financial aid counseling. Upon admittance, students receive information about applying for financial aid. Financial aid applications are available in offices, by mail, and on the website. The Financial Aid Office, in collaboration with Admissions, the Bursar's Office, advisors, TRIO programs in area high schools, and other college staff reach out to target student populations to inform them of and assist them with the financial aid process. Financial aid staff assists students with completing and submitting forms and conducts special Free Application for Federal Student Aid (FAFSA) workshops. Students may also view their financial aid information and status online through their Middlesex Community College MiddleNet account. Students applying for loans receive counseling from financial aid staff to

understand their rights and responsibilities and to explore other options before borrowing. Awards are based on the equitable application of clear and publicized criteria.

Through the hiring process, the college ensures that all staff possesses required degrees, and have the professional and work experience necessary to address the needs of students. In addition, staff participate in college and department-sponsored professional development programs and are supported in attending conferences. Through the planning process, facilities, technology, staff and other resources are evaluated and funding allocated to support enhanced and increased services. For example, Middlesex has institutionalized three full-time and three part-time positions originally funded through the Title III grant: Learning Engagement Specialist, Coordinator of Advising, Instructional Design Specialist (now Director of Professional and Instructional Development), and three part-time academic advisors. Since 2009, college resources have supported an overall increase in student services positions, installation of new software and hardware, and the upgrading of facilities, such as the Health & Wellness Center.

All student service areas observe the ethical and compliance standards required by the U.S. Department of Education and Massachusetts Department of Higher Education, as well as those recommended by professional organizations. All student policies and procedures, including the Honor Code, Code of Conduct and grievance procedures, along with material on student services and support services, are found in the Student Handbook, which is the student's contract with the college. Students are informed during orientation and opening day about the handbook. In addition, when they log on to any college computer for the first time, a pop-up screen appears informing them about the Handbook. The Handbook is available online. A hard copy or alternative format may be requested from the Dean of Students Office. In addition to aligning goals with the institution's Strategic Plan and mission, Student Affairs continues to be guided by the professional, timely and credible principles of the Council for the Advancement of Standards in Higher Education (CAS). CAS provides the framework for much of the Division's assessment work and also provides a framework for quality and integrity in the profession and in the delivery of programs and services.

The college publishes both on the website and in the catalog all policies and procedures related to education records and transcripts, including the disclosure of information. Privacy rights regarding access to information are observed in accordance with the Family Educational Rights and Privacy Act. Official records are maintained in the Office of Records and Registration.

An innovative Student Assessment and Intervention Team (SAIT) has been established to ensure the care and safety of the entire college community**.** SAIT is a cross-functional group of professionals from across campus who meets regularly to support the safe and effective functioning of the campus community. The team proactively provides centralized, coordinated and supportive intervention for behaviorally at-risk students. Through collaborative consultation, SAIT develops strategies to address students' behavior that is disruptive, threatening, or potentially harmful to self and/or others. The team assesses each situation and determines the best plan for support, intervention, warning/notification, response and follow-up. Initiatives have been successful in providing appropriate interventions in a timely manner.

Student affairs staff systematically assesses co-curricular activities through the use of pre-and post-surveys, focus groups, Community College Survey of Student Engagement (CCSSE), Personal Assessment of the College Environment (PACE) and program reviews.

Appraisal

Middlesex is strongly committed to the actualization of its mission to "challenge and support every student to succeed and lead." Internal and external collaborations result in the design, implementation and assessment of programs and policies that support student access and success.

Admissions

To support both the college's strategic direction to "improve access" and the Vision Project goal to increase college participation rates, Admissions has focused on expanding enrollment of underrepresented populations. Key priorities are to increase enrollment, with an emphasis on students from ethnically diverse populations represented in Middlesex's service area, primarily Southeast Asian, Latino, and African American. Other priorities include increasing enrollment of the unemployed and underemployed adults in an effort to strengthen their workforce skills. The following table demonstrates the successful progress towards achieving this goal with ethnically diverse students. The number of Black and Hispanic students has continued to increase, while there has been a slight decline in Asian students.

Student Enrollment by Ethnicity Fall 2009 – Fall 2013

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Non-Resident Alien	95	97	102	94	116
Black	582	631	652	675	711
American Indian/Alaskan Native	31	31	20	24	18
Asian/Hawaiian/Pacific Islander	1005	1057	1014	975	1070
Hispanic	1110	1294	1532	1575	1608
Cape Verdean	0	0	0	0	0
White	6555	6453	6328	6132	5924
Two or More Races	30	101	136	138	154
Unreported	108	46	56	51	101
Total	9516	9710	9840	9664	9702

Source: HEIRS Data

The student population exceeds the diversity of Middlesex County in the numbers of Asian, Black, and Latino enrollees. Successful outreach to the Latino community, one of the largest groups in the college's service area, has resulted in an increase of Latino enrollment from 12% of total enrollment in 2009 to 17% of total enrollment in 2013. Steps the college has taken to increase enrollment of underrepresented populations include: more outreach to community organizations, hiring four new diverse staff with which prospective students can identify, and expanding dual enrollment opportunities particularly at Lowell High School which has a large ethnically diverse population. In 2013-2014, the Admissions office identified 17 youth agencies in the Lowell and Lawrence areas, and two staff members (one Black and one Latino) arranged both on-site and on-campus visits. These resulted in meeting with 247 prospective students, 144 of whom became active recruits. Of this group of 144, 30 (21%) applied and were admitted to open admission programs for Fall 2014, which is considered a favorable result.

The declining number of regional high school graduates has resulted in a 5% decrease in traditional college age enrollments from 2009 to 2013, while adult enrollments (22 and over) have increased by 3%. To continue to increase adult enrollments, a committee of admissions and enrollment staff and career navigators has identified several strategies. Planned and ongoing changes include a web

presence dedicated to the adult student, which includes links to all services in one space and testimonials from other adult students, an updated database of community-based organizations and area businesses to develop partnerships, recruitment materials developed for adults, and specifically targeted recruitment events.

Between fall 2011 to fall 2013, Middlesex Community College has maintained a historic high enrollment (9,840 to 9,702 headcount, 5,873 to 5,778 FTE). While applications and acceptances have increased, the number of new and readmitted students has begun to decline since fall 2011 from 3,226 to 2,710. The college exceeded Vision Project goals for increasing enrollment from Lowell high schools: in FY11, 24.3% of Lowell High School seniors entered MCC, increasing to 30.4% in FY14.

Admissions			
Applications and Enrollments	**Fall 11**	**Fall 12**	**Fall 13**
Applicants	5928	5842	6025
Admitted/Accepted	5227	4937	5399
Enrolled	3226	2612	2710
Yield (admitted to enrolled)	53%	51%	55%

In 2013-2014, to proactively identify opportunities for increasing applications and enrollments, Institutional Research prepared an environmental scan that includes information on Middlesex County demographics, high school populations, and workforce development needs. Using the environmental scan, departments across the college are collaborating with Admissions to prioritize and maximize recruitment efforts in specific areas. Further, a cross-college Enrollment Planning Committee, co-chaired by the Vice President of Enrollment Management, Research and Planning, and the Dean of Admissions has been established and is developing a comprehensive plan that will link enrollment goals and strategies to college and workforce development priorities.

Three years ago, to meet workforce demands for education and training programs that are offered throughout the year, the college began offering short-term and accelerated programs primarily through establishing the innovative Academy of Health Professions (AHP), cited by Governor Deval Patrick as an example of a community college making an impressive contribution to workforce development. As AHP was implemented, the college recognized the many challenges that multiple entry points present for existing college computer systems and policies that support the recruitment, enrollment and financial aid processes. To address these challenges, a cross-college advisory committee was established and included representation from admissions, financial aid, enrollment services and the bursar's office. The committee's work resulted in some modifications in the program and provides guidelines for future programs.

The college is committed to meeting its enrollment goals by increasing the number of students from underrepresented student populations, such as adult and international students, and through offering short-term training programs with multiple entry points. Experience has demonstrated that the success of these endeavors will require an increase in the number of specialized staff. For example, three years ago Admissions assumed the responsibility for the recruitment of international students, without the addition of staff. While there have been modest increases in international student enrollments, larger enrollments can only be achieved with more resources. Similarly, meeting enrollment projections for short-term programs requires extensive staff time.

Retention and Graduation

Middlesex has the third highest six-year success rate (80.6%) among all fifteen colleges in Massachusetts, based on the *Achieving the Dream* model of graduation, transfer, and continuous enrollment. However, the college is number eight out of the fifteen based on its six-year graduation rate of 37.5%. In response, Middlesex has strived to improve its retention and graduation rates and from FY10–FY14, retention has increased from 58% to 63%. Contributing to the increase in persistence and retention has been the implementation of one of the most comprehensive, transformational approaches undertaken by the college, the 2008-2013 Title III Strategies for Success project designed to promote student engagement and success. Developed in response to low student retention and completion rates, the project included curricular redesign, a new developmental advising model, an academic alert system, an academic planning and degree auditing tool, and the creation of a Learning Engagement Specialist position.

The success of the initiatives is reflected in the table below which presents a comparison of persistence and retention rates for fall 2012 first-time freshmen who did and did not access project-related services. For almost all SFS strategies with the exception of the Early Alert process, students who accessed services had higher persistence and retention rates. For example, students in the cohort who participated in Developmental Advising had a higher retention rate than those who did not. Although the Early Alert strategy only showed improvement in persistence, the college is continuing to assess and improve this support service for its students.

2008-2013 Title III Strategies for Success

	Persistence			Retention		
Intervention Strategy	Participants	Non-Participants	Variance	Participants	Non-Participants	Variance
Developmental Advising	85.0%	65.1%	19.9%	69.1%	37.3%	31.80%
Career Counseling	90.0%	74.8%	15.2%	70.1%	55.3%	14.8%
Transfer Counseling	90.3%	75.1%	15.2%	73.1%	54.9%	18.2%
Reformed Curriculum	79.3%	75.3%	4.0%	68.0%	51.4%	16.6%
Academic Plan	88.4%	69.9%	18.5%	78.0%	44.1%	23.9%
Tutoring	89.7%	73.5%	16.2%	72.8%	51.6%	21.2%
Early Alert	78.5%	76.6%	1.9%	46.6%	59.6%	-13%
Opening Day	83.9%	72.6%	11.3%	65.0%	51.0%	14%
Getting Started	77.9%	57.6%	20.3%	60.0%	47.9%	12.1%

Other successful innovative approaches to improving persistence and retention rates include changes in the academic progress, Fresh Start and course repeat policies (see Standard 4 – The Academic Program, page 44), faculty involvement in outreach to students who have not registered for the next semester, and staff contacting students to provide financial aid and academic counseling. Changes in the academic progress policy have resulted in increasing the persistence of students on academic warning or probation from 29% to 33% and reducing suspensions from 231 to 61.

While persistence and retention rates have increased significantly, graduation rates have not. Faculty and staff have implemented a variety of approaches ranging from redesigning curricula to providing more intensive support services. Yet, an analysis of graduation data has shown that these efforts are not achieving desired results. For the fall 2010 cohort, only 12.7% of Middlesex Community College's first-time, full-time degree-seeking students graduated within three years

compared to the statewide median of 14%. Graduation rates for Latino (10.0%) and Asian (9.1%) students were lower than graduation rates for White students (13.5%). In response, the college has begun a variety of new initiatives aimed at increasing graduation rates. These include implementing the Complete College America (CCA) advising model, offering a Reverse-Transfer process, and focusing an increased number of college-wide activities on closing the achievement gap.

Implementation of the Complete College America Advising model with all programs began in 2013-14 with the support of a Massachusetts Performance Improvement Fund grant for the Pathways to Achievement, Completion, Career and Transfer: Redesigning Advising to Reflect Complete College America Strategies (PACCT) project. The college is also participating in the national CCA Health/STEM technical assistance project. CCA has demonstrated success in increasing graduation rates at other colleges across the country. The model includes intensive advising, academic achievement coaching, block scheduling, curriculum maps for each program that clearly delineate milestone courses and the sequence of courses to be taken in order to achieve timely graduation, career pathway maps linked to certificate and degree programs, and achievement coaches and career/job placement specialists.

Another initiative begun in 2012-2013 to address the low graduation rate is the Reverse Transfer process initiated first between UMass Lowell (UML) and Middlesex and now being expanded to Salem State University. Through this process, students who did not complete sufficient credits to earn their associate degree before moving on to UML could reverse-transfer coursework from the university to Middlesex Community College in order to complete their associate degree, if they met specific criteria. In March 2014, UML notified students meeting the criteria. MCC transferred in appropriate UML coursework, evaluated the applicants' records, and awarded associate degrees to 31 Reverse Transfer students in May 2014.

In January 2012-2013, a cross-college group was formed to identify strategies to close the achievement gap and improve retention and graduation rates for minority populations. Research included holding a Latino Student Summit where students were able to discuss the obstacles they faced. Among those identified by students were placement into developmental courses and the lack of acceleration in English Language Learner (ELL) courses, both factors that prevented them from enrolling in college-level classes and graduating on time. They also indicated a need for more one-on-one mentoring. The college is addressing the developmental course and ELL challenge; see Standard 4 – The Academic Program, page 44. A pilot Latino Student Institute was offered in spring 2014.

In spring 2014, the college focused its Professional Day on closing the achievement gap, providing faculty and staff with presentations from national experts and representatives from other colleges that have been successful in improving graduation rates, including *Achieving the Dream* colleges. Institutional Research presented new data on the transfer-out achievement gap, documenting that White students are more likely to transfer to four-year institutions than two-year institutions (14% and 7%), while Hispanic and African-American students are less likely to transfer to four-year institutions than two-year institutions (11% and 17%; 12% and 19%). Follow-up has included professional development opportunities for faculty and staff in four focus areas: community building, inclusive pedagogies, power of stories, and intercultural conversations.

Together, these connected initiatives are aimed at providing the structure and assistance students need to complete studies in a timely manner and graduate. All new initiatives are evaluated on an ongoing basis to determine their impact on student success and ultimately on increasing persistence, retention and graduation.

Student Services

To meet the needs of its diverse student body, Middlesex has continually increased services in many areas, with a special emphasis on student engagement, leadership development, civic and community engagement, disability support services, and tutoring. Through connecting all student activities to the college's institutional student learning outcomes, student services reinforce and enhance student learning in multiple ways.

In establishing the Center for Leadership & Engagement in 2011, the college has brought together the resources and staff required to support initiatives related to student activities, leadership development, civic and community engagement, classroom engagement, and the First- Year Experience Program. This has made it possible to leverage resources and to more easily connect curricular and co-curricular activities. The position of a Learning Engagement Specialist, originally begun with the Title III grant, is now sustained by the college in recognition of the importance of providing support to faculty in identifying and accessing co-curricular activities that enhance student learning. In 2012-13, approximately 100 classes participated in a co-curricular program, such as attending an on-campus speaker program or an off-campus field trip that reinforced class studies.

Further indication of the impact of the leadership and engagement activities on student development is demonstrated by the recognition the college has received. Middlesex has been selected by Campus Compact as one of only 13 colleges in the nation to be studied as a model of exemplary practices of civic engagement. It has held Carnegie Foundation for Advancement of Teaching Community Engagement classification since 2005 and has been chosen consistently for the President's Higher Education Community Service Honor Roll. In 2013, Middlesex Community College was selected by the National Association of Student Personnel Administrators (NASPA) to be one of only five U.S. community colleges – and the only community college in Massachusetts – to participate in the "Lead Initiative on Civic Learning and Democratic Engagement" (Lead Initiative) which recognizes and supports a network of 70 colleges and universities with strong commitments to civic learning and democratic engagement.

Student affairs programming is assessed through pre- and post-evaluations that may include participant feedback, surveys, and focus groups. Staff benchmark programs to nationally-recognized best practices. For example, the Kouzes and Posner Student Leadership Inventory Self Instrument was administered to active students and results showed that Middlesex Community College students were demonstrating leadership traits consistent with student leaders in other parts of the country. The CCSSE results have been used to compare Middlesex Community College student engagement to that of other students across the country and showed that Middlesex Community College student engagement is consistent with those at other peer institutions. Program reviews are conducted for all student affairs departments and have resulted in the college increasing engagement opportunities for students, particularly those that link curricular and co-curricular activities. As a result, overall student participation in activities increased by 37% from 2010 to 2013.

Beginning in September 2014, the college began using Collegiatelink, known at Middlesex Community College as The Compass, in an effort to assess more carefully the number of students participating in student activities and the relationship of that participation to institutional student learning outcomes. This is a self-tracking data base that also incorporates social media and permits students to obtain a co-curricular transcript at any time. It will contribute to the continuous assessment and improvement of all student programming.

Many students comment on the impact that participating in engagement and leadership activities have had on their lives. For example, a 2014 graduate and recipient of a prestigious Jack Kent Cooke national scholarship stated, "I joined Phi Theta Kappa and became our college chapter's vice president. I was recommended for and became a Peer Tutor and am a member of student government. Middlesex Community College has been a tremendously great influence on me and has given me opportunities I could only have dreamed of before." Another student stated, "After four years of mediocre performance in high school, Middlesex Community College gave me a second chance to become somebody. At first, I wasn't sure I wanted to continue my education, but as I spent more and more time here learning about our people and our world through my communication classes, clubs and International Russian Fellowship, I discovered something about myself I never realized before. My academic performance here is extraordinary compared to my past and I will use my love of language to give those who are less fortunate the same second chance I was given here."

In 2011, the college completed a review of its tutoring services, including the relationship of these services to student outcomes in Health and STEM courses. Data related to student completion rates in Health and STEM gateway courses indicated that several courses had very low completion rates ranging from 43% to 67%. In order to provide more support for those programs and increase tutoring services overall, the college redesigned its entire tutoring program with the assistance of a Massachusetts Performance Improve Fund grant. Beginning in fall 2012, supplemental instruction (SI), provided by peer leaders, has been piloted in several sections of targeted Health and STEM courses. In addition, the tutoring centers transitioned from using primarily professional tutors to using peer tutors, which permitted offering more tutoring hours. The extensive training and support provided to the supplemental instruction leaders and peer tutors has contributed to the success of these pilots' initiatives and their focus on increasing services and student performance.

Data related to college-wide tutoring provided through the Academic Centers of Enrichment indicates a 19% increase in the number of tutoring sessions offered in fall 2013 as compared to fall 2012. Data for Supplemental Instruction in spring 2014 offered in 48 sections enrolling 996 students indicated a positive impact on course completion and grade attainment. The average grade for SI student participants was 2.7 compared to 2.3 for non-participants. Course completion rates were higher in sections using Supplemental Instruction (83%) when results were compared to course sections taught by the same faculty members two springs prior (79%) before Supplemental Instruction was implemented. As indicated in the chart below, the success of Supplemental Instruction was evident in every discipline with the exception of computer science programming and reasons for that outcome are being explored.

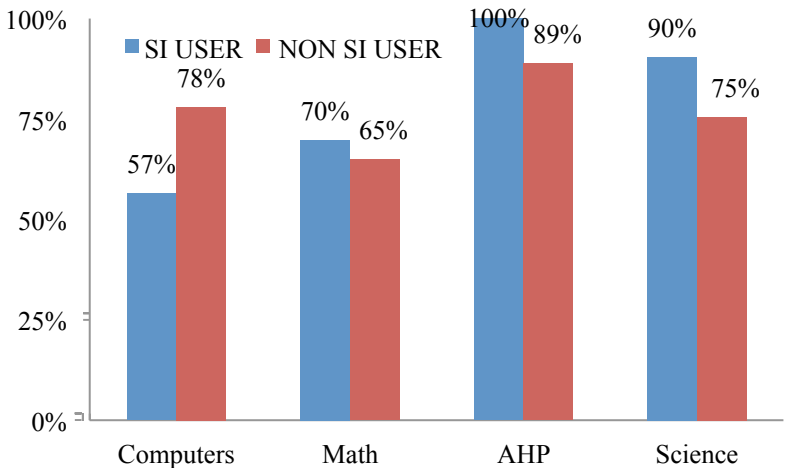


Figure 5. Supplemental Instruction C- or Better by Discipline

Based on pilot results and available resources, the college is assessing the appropriate levels for sustaining supplemental instruction and peer tutoring in order to support student success.

The number of students who register with the Office of Disability Support Services has increased from 680 in 2000-2001, to 952 in 2012-2013, a 40% increase, which exceeds the 27% overall enrollment increase at the college during the same period. In addition to the increase in students accessing services, notable increases have occurred in the type and complexities of disabilities students disclose, all of which expands demand for specific services and the need for ongoing assessment of resources and budget allocation. Staff is responding with increased and more customized accommodations, creative approaches to service delivery, more comprehensive support and interventions, and responsive outreach and training to faculty and staff. The 2011 CCSSE results show that 70% of those accessing services were satisfied.

As part of the 2012-2013 Disability Support Services Program Review, students who used accommodations were surveyed to determine their impact on developing competency in the area of Personal and Professional Development, one of the college's institutional student learning outcomes. While the survey revealed that high percentages did access test-taking accommodations (65%) and assistance with metacognitive strategies and content area support (43%), only a very small percentage used assistive technology (5%). Staff analyzed the factors influencing minimal use of assistive technology, which has great potential to assist students in meeting academic challenges and becoming independent learners, and concluded that it may be a consequence of both the students' limited experience with assistive technology as they enter the college, as well as the staff's limited experience and expertise with technology. As a result, the staff is implementing a new initiative aimed at integrating new technologies (such as tablets and smart phones) and better utilizing existing technologies to support student learning, as well as expanding the working knowledge of disability providers with respect to new and emerging technologies, accessibility innovations and strategies to promote independence.

To fulfill its mission and strategic direction of "transforming learning and integrating academic, workplace and global experiences to meet personal professional and community needs" and to further the Massachusetts Vision Project goal of supporting economic development through qualified college graduates, Middlesex has reviewed data related to student use of career services, completion of internships and job placement. Although career counselors provide workshops and are available to work with students one-on-one and the Academic, Career and Transfer Advising Centers offer an array of career exploration programs, 2011 CCSSE results indicated that while the

majority of students identified career counseling and job placement services as being important, very few actually utilized them.

Community College Survey of Student Engagement, 2011

	Career Counseling	Job Placement Assistance
How Important is Service?	74% somewhat/very	64% somewhat/very
How Often Do you Use Service?	24% sometimes/often	8% sometimes/often

The further enhancement of the academic advising program based on the Complete College America model presents an excellent opportunity to address the challenge of engaging more students in career planning and placement, which links directly to academic planning and supports college completion. In 2012-2013, Middlesex established a career/job placement position in the Health and STEM Pathways Center. In 2014-2015, similar positions will be embedded in the two other academic divisions with initial funding provided by the Massachusetts Performance Improvement Fund. As these positions are developed, efforts will be made to leverage career and employment services available at the college with those available at the two workforce development system one-stop career centers managed by the college. Middlesex recognizes the challenge of maximizing its use of all resources in order to strengthen career, internship, and job placement preparation and services provided to students.

Institutional Strengths

- Special programs and recruitment initiatives have increased enrollment of targeted special populations, including Latino students, high school dual-enrolled students and adult populations.
- Middlesex Community College faculty and staff collaborate to implement innovative initiatives to meet the diverse needs of its students and increase persistence and retention. These initiatives include, Strategies for Success, disability support services, student-academic affairs engagement activities, First-Year Experience, leadership development, tutoring, and multicultural programming.
- The Student Assessment and Intervention Team is an integrated, innovative approach to working with behaviorally at-risk students and ensuring the safety of the college community.

Institutional Challenges

- While efforts to increase persistence and retention have been successful, the need exists to improve graduation rates with a special emphasis on closing the achievement gap for underperforming populations.
- Through its analysis of survey results, placement data and Department of Higher Education Vision Project goals and outcomes, the college has identified the need for more robust, comprehensive career services and is in the process of researching best practice models. The assessment results from a program-linked model being piloted in STEM will inform further program development.

Projections

The Enrollment Management Planning committee, appointed by the President in spring 2014, will continue to work on strategies to increase short- and long-term enrollment and student success. This committee will evaluate course/program enrollment and environmental data to forecast enrollment; and analyze persistence and retention data to monitor the effectiveness of student success initiatives. By spring 2015, the committee will make recommendations through an articulated Enrollment Management Plan that will be used to inform decisions related to enrollment planning, budgeting and strategic planning.

- The Recruitment & Enrollment sub-committee will focus on strategies to increase enrollments for the fall 2014 and spring 2015 semesters
- The Return-on-Investment/Scalability sub-committee will evaluate how effectively ongoing initiatives contribute to student success based on associated costs.

- The Financial Access sub-committee will review current practices to foster student's access and retention.
- The Recruitment and Communication sub-committee will identify opportunities and implement strategies to recruit, enroll and retain students, including new marketing strategies
- The Program and Course Planning sub-committee will develop a rubric to evaluate program effectiveness based on enrollment and graduation history, workplace needs, and cost.

With increased attention on recruitment and enrollment, the college must identify the most effective level of admissions staffing to support the achievement of enrollment goals. Efforts have been made to increase the number of admissions staff, and the Dean of Admissions will continue to monitor the effectiveness of the capacity of the current staff, and make recommendations as appropriate.

Under the direction of the Associate Provost for Instruction and Advising and the Associate Dean of Advising, a task force was organized in spring 2014 to review and restructure career service functions. By fall 2015, area improvements will include updated, interactive website, increased internship opportunities and strong connections between career services staff and academic programs.

In response to this well-documented increase in prevalence and complexity of students with disabilities, as well as the findings from the Program Review, the Associate Dean of Student Support will convene a cross division/cross-disciplinary task force in fall 2014 to examine and analyze both local and national data and trends, and to develop recommendations to the Provost/Vice-President of Academic and Student Affairs and the Chief Student Affairs Officer/Dean of Students for future staffing, resources and priorities. The goal of this task force will be to research and recommend customized accommodations, creative approaches to service delivery, more comprehensive support and interventions, and responsive outreach and training to faculty and staff.

Institutional Effectiveness

All enrollment, financial aid and student service areas regularly compile and review data and other information related to institutional effectiveness. Data sources include Program Reviews that are conducted every five to ten years in order to evaluate effectiveness and develop action plans with a timeline for improvement. Other sources include the CCSSE, PACE and college surveys; departmental annual reports; state and federal financial aid audits; grant reports; and annual outcome reports, such as the Vision Project Performance Report, and the Department of Higher Education Linear Trends Report. Middlesex has a strong history of utilizing the data from these sources to evaluate the effectiveness of its services, research best practices, and then creatively design, implement and evaluate initiatives to improve and enhance services. This is evidenced by: successful Title III Strategies for Success project; expansion of student leadership opportunities and curricular-co-curricular engagement activities; new peer tutoring and supplemental instruction models; planned changes to advising, career services, and disability support services; and development of new recruitment and service initiatives focused on closing the achievement gap for underrepresented populations. The college has both the experience and broad faculty and staff commitment to support continuous improvement of services for students in order to increase their success.

DATA FIRST FORMS – STANDARD 6

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Year *(Fall 2014)*	Next Year *(Fall 2015)*
Undergraduate (New and Readmitted)					
N of Applicants Completing Applications	5,928	5,842	6,025	*6,055*	*6,085*
Applicants Accepted	5,227	4,937	5,399	*5,426*	*5,453*
Applicants Enrolled	3,226	2,612	2,710	*2,724*	*2,737*
%Accepted of Applied	88.2%	84.5%	89.6%	*89.6%*	*89.6%*
%Enrolled of Accepted	61.7%	52.9%	50.2%	*50.2%*	*50.2%*
Percent Change Year over Year					
Completed Applications	-	-1.5%	3.1%	*0.5%*	*0.5%*
Applications Accepted	-	-5.5%	9.4%	*0.5%*	*0.5%*
Applicants Enrolled	-	-19.0%	3.8%	*0.5%*	*0.5%*
Transfers - Undergraduate					
N of Applicants Completing Applications	1,901	1,781	1,609	*1,617*	*1,625*
Applicants Accepted	1,675	1,539	1,358	*1,365*	*1,372*
Applicants Enrolled	883	784	745	*749*	*752*
%Accepted of Applied	88.1%	86.4%	84.4%	*84.4%*	*84.4%*
%Enrolled of Accepted	52.7%	50.9%	54.9%	*54.9%*	*54.9%*

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education
UNDERGRADUATE

	3 Years Prior (Fall 2011)	2 Years Prior (Fall 2012)	1 Year Prior (Fall 2013)	Current Year *(Fall 2014)*	Next Year *(Fall 2015)*
First Year					
Full-Time Headcount	2,819	2,653	2,496	*2,508*	*2,521*
Part-Time Headcount	3,572	3,620	3,726	*3,745*	*3,763*
Total Headcount	6,391	6,273	6,222	*6,253*	*6,284*
Total FTE	3,890.3	3,834.7	3,751.0	*3,770*	*3,789*
Second Year					
Full-Time Headcount	1,115	1,129	1,123	*1,129*	*1,134*
Part-Time Headcount	2,334	2,261	2,357	*2,369*	*2,381*
Total Headcount	3,449	3,390	3,480	*3,497*	*3,515*
Total FTE	1,982.5	1,981.3	2,026.8	*2,037*	*2,047*
Total					
Full-Time Headcount	3,934	3,782	3,619	*3,637*	*3,655*
Part-Time Headcount	5,906	5,881	6,083	*6,113*	*6,144*
Total Headcount	9,840	9,663	9,702	*9,751*	*9,799*
Total FTE	5,872.9	5,816.0	5,777.8	*5,806.7*	*5,835.7*
% Change FTE		-1.0%	-0.7%	*0.5%*	*0.5%*
Grand Total Headcount	9,840	9,663	9,702	*9,751*	*9,799*
Grand Total FTE	5,872.9	5,816.0	5,777.8	*5,806.7*	*5,835.7*
% Change FTE		-1.0%	-0.7%	*0.5%*	*0.5%*

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

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

http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1370

	3 Years Prior	2 Years Prior	1 Year Prior	Current Budget***	Next Year Forward (goal)
	(FY 2012)	(FY 2013)	(FY 2014)	*(FY 2015)*	*(FY 2016)*
Student Financial Aid					
Total Federal Aid	18,120,514	17,610,745	17,585,283	17,233,577	17,585,283
Grants	11,776,117	12,001,767	12,279,380	*12,033,792*	12,279,380
Loans	6,214,686	5,459,993	5,152,635	*5,049,582*	5,152,635
Work Study	129,711	148,985	153,268	*150,202*	153,268
Total State Aid	2,134,198	2,428,256	2,405,532	*2,357,421*	2,405,532
Total Institutional Aid	700,000	800,000	900,000	*1,000,000*	*1,000,000*
Grants	700,000	800,000	900,000	*1,000,000*	*1,000,000*
Loans	-	-	-	-	-
Total Private Aid	527,886	509,734	501,111	491,089	501,111
Grants	262,705	232,758	237,575	*232,824*	237,575
Loans	265,181	276,976	263,536	*258,265*	263,536
Student Debt					
Percent of students graduating with debt*					
Undergraduates	31%	33%	35%	35%	35%
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	6275	6895	7237	7237	7237
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	4374	4522	5608	5608	5608
Graduate Students					
Cohort Default Rate	2009	2010	2011	est2012	est2013
	12.90%	15.70%	16.30%	16.30%	16.30%

Percent of First-year students (<30 credits) in Developmental Courses**

	F11	F12	F13	F14	F15
English as a Second/Othe	3.7	3.4	3.1	*3.1*	*3.1*
English (reading, writing, communication	22.0	20.7	21.1	*21.1*	*21.1*
Math	26.2	27.5	26.1	*26.1*	*26.1*

Library and Information Resources

Standard 7.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 7 – LIBRARY AND OTHER INFORMATION RESOURCES

Description

Library and Technology Center staff work in partnership with faculty to identify the library and information resources and instructional technologies best suited to meet the diverse learning needs of Middlesex students. A relevant and timely collection of library and information resources are accessible online and in newly renovated libraries in Bedford and Lowell, and up-to-date instructional technology supports effective teaching. Assessment results and best-practice research drive effective strategic planning and resource allocation.

Resources and Access

Centrally located, attractively renovated libraries on the Bedford and Lowell campuses support student learning through the provision of an accessible, current, relevant and authoritative print and electronic collection. They serve as gathering spaces where students can hone their library research skills, use information resources to complete classroom assignments, engage in individual and group study and use college computers and printers. Middlesex libraries are well used by the college community. The 271,046 visits in 2013-2014 included 137,454 in Bedford and 133,592 in Lowell.

The library is staffed with professionally trained librarians including the full-time Assistant Dean for Library Services, Coordinators of Public Services in Bedford and Lowell, and a Coordinator of Technical Services/Systems Librarian. The full-time support staff includes a Circulation Assistant on each campus and a Technical Services Assistant. Fifteen part-time staff further support library operations and allow the library to be open Monday through Thursday from 7:30 a.m. to 9 p.m., Friday from 7:30 a.m. to 4:30 p.m., and Saturday from 11a.m. to 4 p.m.

College libraries have a combined seating capacity of 318, which represents 5.5% of the full-time equivalent (FTE) student enrollment. Space in each library is allocated for a Teaching, Learning and Reflection Center to support the professional development and research needs of faculty and staff. Space within the Bedford Library is also designated for tutoring and instruction. Three small spaces are available in Lowell for quiet and group study. The Bedford and Lowell libraries are the primary spaces on campus for the student use of computers.

In recent years, significant funding was allocated to renovate library space, upgrade furnishings and increase student use computers and Internet connectivity for laptop and mobile devices. The library budget provides $20 per FTE student for the purchase of information resources and materials, $100 per FTE for staff salaries and wages, and $10 per FTE for other library operations.

The library collection is selected by librarians and faculty to fulfill the specific academic needs of each campus. All library materials are inventoried annually, out-of-date items are discontinued and acquisitions are made to ensure a collection of relevant, timely materials. In keeping with growing requests for electronic resources, the e-book collection has increased by 698% since FY12.

In 2013, 200 classes had 964 items on reserve, a 42% increase in reserve materials. $2000 from each campus library budget is allocated annually to purchase class materials for the use of students who cannot afford the high cost of textbooks. Current texts are also donated by faculty for this purpose. Textbooks Unbound, funded by the Middlesex Community College Foundation, further supported this effort through a Fall 2013 pilot project providing stipends for five faculty to develop innovative course materials that can replace textbooks and be provided at no cost.

The Middlesex Community College collection is supplemented through membership in the North of Boston Library Exchange (NOBLE) consortium of 28 public and academic libraries. The shared collection of over 3 million items is available for delivery to the Bedford or Lowell library through an electronic request process. Items can also be requested from the Virtual Catalog, which links library consortium systems across the state through one search and request interface. NOBLE also provides web access to periodical databases offering more than 4,000 online titles, in full text.

Effective tools to organize and retrieve information resources are essential to ensuring their accessibility. At Middlesex, these tools include the Integrated Library System, online databases, and indexes to licensed content. The library website brings resources together and serves as the portal to online services, resources and content regardless of how the content was licensed and authenticated. It includes a searchable frequently-asked questions database and research guides highlighting key resources in each academic discipline. It also contains online tutorials detailing the basics of searching for information, evaluating their results and citing sources. Telephone, text, email, and live-chat functionality allow students to work with librarians from off-site locations. In 2013 this access was expanded through the implementation of a mobile app.

In 2013, the library completed a program review and strategic plan highlighting the following priorities, (1) maintaining the currency, adequacy and accessibility of the library collection, (2) addressing the need for more quiet study space on both campuses and (3) further supporting the integration of information literacy across the curriculum.

All Middlesex Community College classrooms are multimedia instructional spaces with Internet access, networked computer and projection system. Access to industry-standard technology is provided in designated Business Administration, Computer Science, Computer-Aided Design, Electronics, Graphic Design, Information Technology, Nursing, and Telecommunication classrooms. The Blackboard Learning Management System supports online and hybrid instruction and allows all faculty to provide web access to course syllabi, educational materials, their expectations for student learning, grading criteria and opportunities for online discussion and group work. Full wireless access supports students using laptops and tablets in class, study areas and the libraries through 200 public wireless ports. Technology is supported by 26 FTE staff including 3 FTE professional staff that support distance learning. Instructional design specialists provide professional development in the use of instructional technology and a model online teaching program described in Standard 4 - The Academic Program, page 44, and Standard 5 – Faculty, page 78.

Information and Technological Literacy

A library workshop included in new faculty orientations provides an overview of library resources and encourages faculty to partner with a Librarian to provide information and technology literacy instruction focused on locating, evaluating and citing information tailored to a specific assignment. In 2012, information literacy instruction was provided to 4,588 students in 287 classes from across the curriculum. Library guides and online modules for all levels of each academic discipline further support the integration of information literacy. Librarians also work one-on-one with students, helping them make effective use of all of the information resources available. In 2012, they responded to 5,577 in person and 681 virtual reference questions, a 6% increase since 2010.

In 2013, 4,024 students attended library instructional literacy classes. In a 2012 post-instruction assessment, 96% of faculty respondents reported satisfaction with the quality and content of the instruction and most reported that, after participating, students selected relevant materials and used credible and authentic resources for their work. Although 94% of students reported that it effectively increased their knowledge of how to identify, assess and cite appropriate information

and library resources, many reported the need for more time to cover the material and begin their research. In response, the college applied, and was selected by the American Association of College and Research Libraries, to pilot an active-learning model combining online and face-to face instruction that provides time to practice these skills through guided learning activities. This pilot will help identify effective modes of information literacy instruction, explore ways to engage faculty more fully in the process, and measure the library's impact on student learning and success.

Appraisal

Middlesex Community College provides attractive, well-maintained, full-service libraries at both of its campuses 68 hours a week with mirrored services accessible online 24 hours a day. Both libraries are busy, high-energy areas with 102 computers for student use, Teaching, Learning and Reflection Centers for faculty, study space and sufficient library collections to meet academic needs. The Library's responsiveness to the evolving needs of the academic community are exemplified through its transition to a larger, more digitized collection; its web presence with accessible services and resources; and the provision of student-use computers. While initial collaborations between librarians and faculty to promote information literacy have been successful, the college will be challenged to effectively scale up these efforts to meet the full range of student needs for information literacy instruction across the curriculum.

Access and Resources

In response to faculty and student requests, and in keeping with publishing trends, the library collection of online e-books, full text online periodicals and streaming media titles has grown from 49,155 to 163,386 since 2010. These resources, coupled with the NOBLE and Virtual library collections, help ensure the sufficient breadth and currency of the collection and the effective use of fiscal resources and library space. In FY 2013, there were 134,869 hits to the library website and 542 students borrowed materials through inter-library loan arrangements.

A well-designed website, web portal and mobile app provides 24/7 access to library resources and services. Patrons can search the Middlesex, NOBLE and Virtual Library catalogs and digital databases; utilize full-text digitized, authoritative reference and journal materials; identify print resources; and request inter-libraries loans. Remote access to reference services is available via online chat, email, and text; a knowledge base of frequently asked questions, online tutorials and discipline specific library guides. Dual enrollment students and faculty have full access to the Middlesex Library and information resources. Some Dual Enrollment faculty bring students on a field trip to the library and others use the online library resources in their course. In the November 2013 Student Survey, 66% of students reported that they are able to access all of the necessary library resources from home.

The Bedford and Lowell libraries are the primary spaces on campus for student use of computers. While this arrangement benefits students by providing access to the technology they need for library research and to complete class assignments, it also increases the noise level in the library and limits quiet study space. Librarians now devote significant time to helping students with technology related questions and issues. In the 2011 Community College Survey of Student Engagement students reported the following regarding the computing resources on campus.

Community College Survey of Student Engagement, 2011	
Student Use of Computers	**Survey Responses**
How much does the college emphasize the use of computers in academic work?	Very Much – 43% Quite a Bit – 32% Some – 18% Very Little – 6%
How often do you use computer labs?	Often – 26%; Sometimes – 34%; Rarely or Never – 40%
How satisfied are you with computer labs?	Very – 46% Somewhat – 46% Not at All – 8%
How important are computer labs to you?	Very – 48% Somewhat – 31% Not at All – 21%
How much have your experiences at this college contributed to your knowledge, skills and personal development in using computers and information technology?	Very Much – 23% Quite a Bit – 30% Some – 32%; Very Little – 15%

Up-to-date information technology, well-equipped classrooms and widespread wireless Internet connectivity supports an effective teaching environment. Online teaching and access to instructional materials, the capacity for out of class discussions and group work, and opportunities for faculty collaboration are well supported through the Blackboard Learning Management system. Specialized program needs, as identified by faculty, are addressed with the selection, implementation, and maintenance of industry-standard resources. Faculty are supported through an experienced staff of technology professionals, instructional design specialists and professional development staff.

Institutional Strengths	Institutional Challenges
• Strategic planning, resource allocation and program development are strengthened by the Middlesex Community College Library's strong culture of evidence. Library staff routinely collects evidence of the quality and relevance of their resources and services; evaluate student, faculty and staff needs; assess student learning outcomes and use the data for improvement. • The Middlesex Library is keeping pace with increasing faculty and student expectations for online resources, new teaching modalities, changing publishing standards and the expanding availability of discipline-based electronic resources by transitioning to a more fully digitized collection that is accessible online. • Library resources are accessible 68 hours weekly in newly renovated Bedford and Lowell campus libraries and 24 hours a day, 7 days a week online via a robust web portal and mobile app. • Middlesex librarians partner with faculty to infuse information literacy in their classes, assess	• The college continues to be challenged to provide sufficient quiet study space and collaborative learning areas to meet student needs. • The Bedford and Lowell libraries are the primary space on campus where students have access to computers and printers. While this arrangement benefits students by providing the technology they need for library research and to complete class assignments, it also requires librarians to devote significant time to helping students with technology related-issues. • Middlesex Community College librarians have successfully partnered with faculty interested in embedding information literacy in their classes and are exploring new ways to assess the effectiveness of their strategies. The college will be challenged to effectively scale up these efforts to meet the full range of student needs for information literacy instruction across the curriculum.

the impact of these strategies on student learning and use the results for improvement.
- All classrooms are multimedia instructional spaces equipped with Internet access, a networked computer, a projection system and the technology resources necessary to support diverse teaching modalities, learning styles and discipline-specific requirements. The Blackboard Learning Management system is accessible to all class sections to provide online access to course syllabi, educational materials, expectations for student learning, grading criteria and opportunities for online discussion and group work between class sessions.
- Middlesex provides extensive professional development opportunities for faculty seeking to enhance their teaching through the use of technology.

Projections

The college has three capital expansion facilities projects on the state bond fund spending plan, including two in Lowell and one in Bedford. As these new facilities are planned and designed, special attention will be paid to meet the college's growing need for additional space in general and quiet-study space more specifically. Beginning in AY 14-15, the Space Committee and the new building design teams will review possibilities for additional quite study space on each campus.

A cross-functional working group composed of library and IT staff will be convened in AY 14-15 to explore how to best provide technology support to students working in the library. This working group will make recommendations to college leadership.

Under the direction of the Associate Provost of Instruction and Advising and the Assistant Dean of Library Services, and in collaboration with the Assistant Dean of Humanities, additional professional development programming will be offered to scale up the collaboration between librarians and English Composition (ENG101) faculty to embed information literacy in their classes. This work began in Summer 2014 and will continue through AY 14-15.

Institutional Effectiveness

Dedicated to evidenced-based practice, the Library and Technology Center routinely assess the quality and effectiveness of their services and resources and use the results for improvement. Faculty, student and staff satisfaction is assessed using LibQual, a library-satisfaction survey used in academic libraries, and locally developed instruments**.** Program review and assessment of student learning findings further informs library planning**.** The quality, sufficiency and accessibility of the instructional technology needed to support effective teaching is assessed using locally developed surveys and in-depth technology planning processes. The Faculty Staff Association's Technology Committee and academic administrators work collaborative with technology staff to identify potential issues, and guide the design and monitor the implementation, of solutions. Annual reports document progress toward the achievement of technology goals.

DATA FIRST FORMS – STANDARD 7

Standard 7: Library and Other Information Resources
Information Technology

	3 Years Prior	2 Years Prior	1 Year Prior	*Current Year**	*Next Year Forward (goal)*
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Number (percent) of students with own computers	n/a	n/a	n/a	*n/a*	*n/a*
Course management system			Blackboard Version 9.1 SP8		
Number of classes using the system					
Classes on the main campus	1504	1469	1559	*1600*	*1650*
Classes offered off-campus					
Distance education courses	371	416	475	*500*	*550*
Bandwidth					
On-campus network	1 Gbs	1 Gbs	1 Gbs	*1 Gbs*	*1 Gbs*
Off-campus access					
commodity internet (Mbps)	60	100	200	*250*	*300*
high-performance networks (Mbps)	60	100	200	*250*	*300*
Wireless protocol(s)	802.11abgn	802.11abgn	802.11abgn	*802.11abgn/*	*802.11abgn/ac*
Network					
Percent of residence halls connected to network					
Percent of classrooms connected to network					
wired	100%	100%	100%	*100%*	*100%*
wireless	30%	80%	100%	*100%*	*100%*
Public wireless ports	45	100	200	*200*	*200*
Multimedia classrooms (percent)					
Main campus	81%	90%	91%	*91%*	*91%*
Branches and locations	72%	79%	80%	*80%*	*80%*
IT Personnel (FTE)					
Main campus	21.5	21.5	21.5	*21.5*	*21.5*
Branch campuses	4.5	4.5	4.5	*4.5*	*4.5*
Dedicated to distance learning	3.0	3.0	3.0	*3.0*	*3.0*

Students

MS Office 2010,Adobe Reader X, Flash, Shockwave, Air, Quicktime 7.7.x, RealPlayer 15.x, MS Silverlight, Java Client 6.x, Google Chrome, Mozilla Firefox, Abacus Law 2011, AD Summation iBlaze Client, Delmar's Case Studies,Dentrix 10.5, EMCP Snap Player, Fitne Sterile Technique, Fitne Vital Signs, LexisNexis CaseMap 8, LexisNexis TimeMap 5, Maternity Mania, Medisoft Advanced Patient Accounting 16, Med-surg Mania 2.0, MOSS 2.0, Nursing Assessment for the New Family, Pearson Lockdown Browser, Peds Mania 2.0, Psych Mania 2.0, Psychomotor Skills Series, Sony Digital Voice Editor 3, TestGen Plugin, TLC Medical Center, Bates Visual Guide to Physical Examination, Camtasia Player, Standard Precautions, SynapseEHR, TypingMaster	
Finances	**Website Management**
Banner 8.6	Omni Update 9.17
Human Resources	**Portfolio Management**
Banner 8.6	N/A
Advancement	**Interactive Video Conferencing**
Blackbaud Raisers Edge 7	Webex, Skype 5.9
Library	**Digital Object Management**
Evergreen, LibGuides, LibAnswers	Estensis Porfolio

Standard 7: Library and Other Information Resources (Library)

	3 Years Prior	2 Years Prior	One Year Prior	*Current Year*	*Next Year Forward (goal)*
	(FY 2012)	(FY 2013)	(FY 2014)	*(FY 2015)*	*(FY 2016)*
Expenditures/FTE student					
Materials	$ 20	$ 20	$ 20	*$ 20*	*$ 20*
Salaries & Wages	$ 100	$ 100	$ 100	*$ 100*	*$ 100*
Other operating	$ 10	$ 10	$ 10	*$ 10*	*$ 10*
Collections					
Total print volumes	43,854	44,718	45,089	*46,500*	*46,500*
Electronic books	37,139	163,386	296,386	*200,000*	*200,000*
Print/microform serial subscriptions	208	279	285	*275*	*275*
Full text electronic journals	21,340	22,457	22,660	*23,000*	*23,000*
Microforms	0	0	0	*0*	*0*
Total media materials	12,692	15,352	19,447	*20,000*	*20,000*
Personnel (FTE)					
Librarians -- Bedford	3.1	2.9	4.3	*4.3*	*4.3*
Librarians -- Lowell	3.6	3.9	4.7	*4.7*	*4.7*
Other library personnel -- Bedford	2.3	2.3	1.3	*1.3*	*1.3*
Other library personnel -- Lowell	2.9	3.1	3.5	*3.5*	*3.5*
Library Instruction					
Total sessions -- Bedford	135	122	148	*155*	*155*
Total attendance - Bedford	2200	1484	2269	*2500*	*2500*
Total sessions -- Lowell	152	141	136	*150*	*150*
Total attendance -- Lowell	2388	2540	2110	*2400*	*2400*
Reference and Reserves					
In-person reference questions	5577	6742	7172	*7500*	*7500*
Virtual reference questions	681	128	251	*250*	*250*
Traditional Reserves:					
courses supported	195	200	252	*252*	*252*
items on reserve	844	964	708	*708*	*708*

	3 Years Prior	2 Years Prior	One Year Prior	*Current Year*	*Next Year Forward (goal)*
	(FY 2012)	(FY 2013)	(FY 2014)	*(FY 2015)*	*(FY 2016)*
Circulation (do not include reserves)					
Total/FTE student	2	2	2	*2*	*2*
Total full-text article requests	70390	87054	90193	*90000*	*90000*
Number of hits to library website	119744	134869	141370	*145000*	*145000*
Student borrowing through consortia or contracts	583	542	493	*500*	*500*
Availability/attendance					
Hours of operation/week Bedford	68	68	68	*68*	*68*
Hours of operation/week Lowell	68	68	68	*68*	*68*
Gate counts/year -- Bedford	127085	137454	125904	*130,000*	*130,000*
Gate counts/year -- Lowell	114831	133592	129133	*130,000*	*130,000*

URL of most recent library annual report: http://libguides.middlesex.mass.edu/NEASC

URL of Information Literacy Reports: http://libguides.middlesex.mass.edu/NEASC

Physical and Technological Resources

Standard 8.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 8 – PHYSICAL AND TECHNOLOGICAL RESOURCES

Description

To ensure a teaching, learning and work environment conducive to supporting the diverse needs of faculty, staff and students, Middlesex continually enhances and upgrades its physical and technological resources.

Middlesex's physical resources include two campuses totaling some 530,000 square feet, located 20 minutes from each other: a suburban Bedford campus on 215 acres and an urban Lowell campus on 15 acres. To the greatest extent possible, both campuses feature the same type of facilities so that the needs of students can be easily and effectively met. The college is in compliance will all state and local building code requirements concerning health and safety and the Americans with Disabilities Act.

A total of seven buildings are located on the Lowell campus and 12 on the Bedford campus to support student, instructional and administrative services. Both campuses feature fully-equipped libraries. The college has 147 educational spaces (classrooms and laboratories) on its two campuses as indicated in the following table.

Middlesex Laboratories and Classrooms

Education Space	Bedford	Lowell
General Purpose	32	48
Computer Labs	18	9
Science Labs	7	7
Health Program Labs	2	8
Flexible Studies	3	4
Art Studios	2	2
Music Room	1	1
Concert Hall	1	
Dance/Fitness Studio	1	1
Total	**67**	**80**

The computer labs include specially equipped space for Computer Aided Design, Engineering, Information Technology and Graphic Design. Health program laboratories include two in Bedford for Radiological Technology and Sonography. Lowell health laboratories support the Dental Hygiene, Dental Assisting, Dental Lab Technology, Medical Assisting, Academy of Health Professions, Clinical Laboratory Science and Nursing programs. The nursing laboratory was upgraded in 2007 to include simulation equipment.

The college has committed extensive resources to ensure that all faculty and students have access to the full range of benefits afforded by technology. As of January 2014, all education spaces, including computer labs, are smart room equipped with an instructor computer station, Internet access and projection capability. Six conference/presentation rooms are equipped with TV and VCR/DVR capability.

Middlesex's commitment to ensuring a safe and secure environment is demonstrated by the following steps the college has taken over the past decade: appointing a full-time Director of Public Safety and a full-time Director of Compliance; expanding the number of contracted

security personnel; contracting with the Lowell Police Department for an officer to serve as a Campus Resource Officer (CRO); working with the Town of Bedford to contract for another CRO; providing security 24/7 on both campuses with all security CPR/First Aid certified; enhancing the 911 notifications system; and integrating text messaging and social media into the college's Emergency Notification System. With the assistance of a grant from the U.S. Department of Education and college resources, the college has designed a comprehensive Emergency Management Plan in collaboration with the local police and fire departments associated with each campus. This plan is updated every two years. A trained, three-tiered Emergency Management Team consisting of 100 faculty and staff has been established.

Since 2001, the college has contracted with CampusWorks to provide executive leadership for information technology services. The Chief Technology Officer, a member of Middlesex's senior management team, is assigned to the college by CampusWorks. The contract also provides project consulting services. The other information technology staff are employed directly by the college. The Senior Academic Technology Officer works closely with the Chief Technology Officer to identify and support academic technology requirements for faculty and students.

Middlesex upgrades its technology infrastructure on an ongoing basis according to the Technology Strategic Plan and the annual Technology Center Tactical Plan in order to provide reliable and effective services for faculty, staff and students. These upgrades have included network improvements, addition of virtual servers, provision of wireless access, security enhancements, a new web site, a new student portal, versatile mobile application and new versions of Microsoft Office for faculty, staff and students. The Technology Service Desk provides call-in service as well as the ability to submit calls online, 24/7, for faculty, staff and students. In 2013, walk-in service was added in Lowell without increasing staff.

Network improvements have increased volume and speed capabilities to ensure efficiency and access. Internet bandwidth has been doubled to 100 megabytes per second and will continue to be increased as necessary. Connectivity between the Bedford and Lowell campuses has been increased tenfold and desktop speed to move and transmit data more quickly has been increased to 1GB. During the 2012-2014 academic years, in response to requests by students, faculty and staff, the college expanded from 46 wireless access points to 170 access points, providing 100% capacity on both campuses.

The college has begun implementing a Virtual Desktop Infrastructure (VDI). In summer 2014, 800 desktop computers were replaced with thin client workstations. Additional computers will be replaced over the next two years with the goal of having the majority of the 1,650 workstations using this technology. VDI allows access to all software programs through a web browser, rather than having to have software installed on individual computers. Additionally, as selected computers are replaced with thin client workstations, savings will be seen in support requirements, energy efficiency, and security and hardware lifecycle.

Security initiatives have included the implementation of Network Access Control (NAC). Whenever someone connects to the network, authentication occurs, making it possible to identify users, track usage, and deal with emerging issues. To conform to control of Personally Identifiable Information (PII), policies are in place related to storage and use of identifiable data.

Middlesex recently redesigned its website to make it more interactive, engaging, and user-friendly. The student portal is being redesigned to offer students more information that they had requested, such as advisor information, grade information, faculty office hours, notifications and class schedules. A new Middlesex Community College mobile application provides easy access to college information and services. Students can access Microsoft Office 365, which offers Word, Excel and

PowerPoint, and cloud storage from their Middlesex Community College email account.

Ellucian SCT Banner software is used to support all administrative functions. In 2009, all systems were made compliant with Payment Card Industry Data Security Standards (PCI DSS). Other software programs that have been added since 2008 to support services, efficiency and access to information are: DegreeWorks, a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools that help students and their advisors negotiate curriculum requirements; SARS-ALRT, an early warning system for identifying at-risk students; R25 Room Scheduling; and Acalog, an online academic catalog.

Additional college-wide systems include MiddleNet, providing self-service applications through Banner Web; Blackboard Learning Management System; Focus2 Online Career and Educational Assessment Program; and administrative computing systems, including SARS-GRID for appointment scheduling, Blackbaud Raiser's Edge Alumni/Fund Raising Database, Citrix/Metal Frame VPN Services for secure remote access, SARS-CALL for batch Call Center Services and TouchNet credit card authorization system. In addition, software applications have been installed in support of specific academic program needs.

All full-time faculty and full- and part-time staff are equipped with either a laptop or desktop computer. All part-time faculty have access to fully networked computers located in part-time faculty offices and in the Teaching, Learning and Reflection Centers located on both campuses. The Technology Center works with academic departments to identify and install software required to support specific program needs.

Appraisal

Middlesex optimizes its physical and technological resources through planning and prioritization to support strategic priorities, enrollment growth, academic programs, and student success. Physical resource planning, an ongoing process, is based upon directions identified in the Massachusetts State and Community College System Strategic Capital Program, Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) Deferred Maintenance Plan, and the college's own Master Plan, which was developed in 2007 by the architectural firm Sasaki Associates in collaboration with DCAMM. This plan includes short-, mid- and long-term facilities requirements linked to academic and student services, support functions, and financial planning. Regular inter-divisional planning meetings result in a strategic approach to preventive maintenance, space planning/utilization, and future expansion.

In addition, the Executive Vice President meets each semester with faculty and staff members of the Campus Space Committee, which provides timely input on current and emerging needs.

Overall, the college's physical space facilities are well maintained as evidenced by its rankings in the annual Sightlines report, which is prepared for the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) to allow a college to benchmark its efforts related to physical plant upkeep and maintenance with that of other community colleges in Massachusetts and nationally. The report takes into consideration the college's utilization of space, net asset value (NAV), and deferred maintenance. The FY 2012 report indicates that Middlesex has consistently improved its campus over the past three years by investing in projects to repair and maintain facilities. The Department of Higher Education requires that each college allocate 5% of available resources for deferred maintenance. Middlesex has used its own funds, as well as limited state allocations, to meet or exceed this requirement. One of the challenges faced by the college is meeting all of the deferred maintenance requirements of an aging campus, which creates both capital and operational demands.

Through prudent planning, Middlesex has been able to complete several major facilities upgrades on both the Bedford and Lowell campuses to improve the teaching and learning environment and to support energy efficiency. In Bedford, the library was remodeled to provide a more welcoming environment, increase student access to computers (71) and printers, and increase seating capacity for reading and study to 123 spaces. Other significant Bedford campus improvements have included renovating the Academic, Career and Transfer Center to include more one-on-one advising areas; constructing three RAMP-Up computer classrooms to meet the needs of the new accelerated developmental math program; upgrading the Fitness Center by adding new equipment; and converting the Trustees' House to use of geothermal energy. The college has also initiated numerous energy conservation and sustainability projects.

In Lowell, to address academic and special purpose needs resulting from enrollment increases, several changes have been made to the Lowell City Building. These have included renovating the Admissions Office and the Academic, Career and Transfer Center to include more one-on-one advising areas; renovating the cafeteria so that part of it can also function as a closed-in meeting space, when required; expansion of the Multicultural and International Center; addition of art studio/ceramics space; construction of three RAMP-Up computer classrooms; and ongoing installation of new HVAC systems. Further, in 2012-2013, the college renovated classroom/clinical laboratory science lab to support new programs in phlebotomy, clinical laboratory assisting, and medical laboratory technician. Also renovated in 2012-2013, was a multipurpose laboratory to support courses offered through the Academy of Health Professions. Both laboratories were funded, in part, through a U.S. Department of Labor grant.

Another addition to Lowell campus resources has been the leasing of space in the Pollard Building, which is directly across from Health, Science and Technology Center. This has enabled Middlesex to accommodate increased program and service requirements. Pollard houses the divisional academic and career Pathways Centers, the Enrollment Communications and Processing Center, the Flexible Studies program, and faculty and staff offices.

The college's Master Plan has identified the need for more academic space on both campuses and Middlesex is addressing this in a variety of ways. In 2008, the college acquired at no cost the Boston and Maine building in Lowell through the surplus program of the U.S. Department of Education. In Fall 2013, the design phase began for this facility that will be renovated to accommodate the needs of academic programs and provide much needed space for the performing arts. In December 2013, the college received state approval and funding for two additional academic buildings, one in Bedford and one in Lowell. The three new facilities provide a unique opportunity and challenge to the college to implement an inclusive planning process that will ensure that each building is designed to meet current and emerging instructional needs, such as the increasing emphasis on collaborative, team, project-based and hybrid learning, as well as other requirements related to technology usage and energy efficiency.

Middlesex is a signatory of the American College and University President's Climate Commitment. The college continually identifies opportunities to reduce energy consumption through improved efficiencies that have resulted in the college consuming less energy than its peers over the last eight years, as reflected in the Sightlines report.

In the technology area, the college has a productive, long-standing relationship with CampusWorks. Several surveys done by Educause show Middlesex Community College is well placed for technology spending per student and per faculty. The position of Senior Academic Technology Officer provides faculty and staff with the expertise required to identify the most appropriate technology and software to support student needs. While Middlesex has consistently expanded its technology infrastructure to develop broad technology resource

capacity supported by an efficient and effective Help Desk, it is important that the college provide increased professional development to both new and long-term employees in order to assist them in utilizing these resources to the fullest extent possible.

Results from November 2013 Student and Faculty/Staff Surveys indicate that faculty, staff and students are satisfied with the college's technological and physical resources. Specifically, 86.8% of students strongly agree or agree that Middlesex provides them the technological resources that they need to support their learning and 79.3% of faculty and staff feel that the current technological resources at Middlesex completely or mostly meet their needs. In addition, 81.4% of students strongly agree or agree that Middlesex provides them the physical resources that they need to support their learning and 72.5% of faculty and staff feel that the current physical resources at Middlesex completely or mostly meet their needs.

In the survey, faculty, staff and students did identify several areas of need related to physical and technological resources. These include additional classrooms, computer labs, quiet study areas, and rooms for group and collaborative work. Students also specified a need for increased computer access in the library, in computer labs and in collaborative spaces, including increased access in the evenings and weekends. Faculty and staff also pointed to a need for more private space to meet with students and increased and better equipped part-time faculty space. Planning for the three new buildings will provide an opportunity to take into consideration the needs that have been identified and to create innovative solutions to support teaching and learning.

Institutional Strengths	Institutional Challenges
• Middlesex Community College's focus on integrated, ongoing planning facilitates a strategic approach to preventive maintenance, space planning and utilization, and future expansion, all of which focus on providing an environment conducive to student success. • Middlesex Community College's physical facilities are well maintained and there is a commitment to planning and implementing deferred maintenance projects. • Middlesex Community College has significantly increased academic and administrative technology capacity and access. • The college's physical and technological resources are meeting student and faculty needs to the extent possible, particularly given current space availability.	• The growth of programs and emphasis on group study, collaborative and flexible learning is resulting in the need to increase physical and technological resources. • The college has an aging campus that will require increased deferred maintenance, creating both capital and operational demands. • The college has received approval and funding for three buildings, two in Lowell and one in Bedford. Their design will require an inclusive planning process to ensure the new facilities meet current and future cross-college program needs in the best way possible.

Projections

Two classrooms, one on each campus, will be converted into computer classrooms for the Fall 2014 semester. The Space Committee and the FSA Technology Committee will continue to monitor computer classroom usage to best insure that teaching and learning needs of the faculty and students are being met.

The Technology Center's Director of Support Services will oversee the implementation of the virtual desktop integration system. Monthly system reports will be reviewed to monitor usage and performance. An annual survey will be administered to monitor student and faculty satisfaction and adjustments will be made as necessary.

Three buildings received new roofs in the summer of 2014. The college has recently renovated and upgrades its HVAC systems in Lowell. In the summer of 2015, the HVAC systems for most of the buildings on

the Bedford campus will be renovated and upgraded.

An inclusive planning process for the Boston and Maine building has been ongoing since 2012, with facility planners working directly with humanities faculty and administrators to deliver a facility that will be dedicated to the performing arts. The additional building to be acquired in Lowell and the newly constructed building on the Bedford campus will serve more general purposes. Over the next two years, the facility planning team will meet with a broader group of faculty and academic administrators to ascertain that these buildings best meet the needs of students, faculty, and staff.

Institutional Effectiveness

The college routinely collects data and assesses on an ongoing basis the adequacy of its physical and technological resources. Planning is critical to the allocation of resources and prioritization. The college utilizes the Sasaki Master Plan developed by the 2006 Ricks Associates Study to guide physical growth. The five-year Technology Strategic Plan and an annual Technology Center Tactical Plan guide how the college meets technology requirements. The college also uses data from various software programs to monitor performance and determine future needs. For example, Facilities uses SchoolDude to prioritize, fulfill and monitor work order management and preventive maintenance. Similarly, the Information Technology Help Desk utilizes software to monitor service requests and to determine areas of user need that must be addressed either immediately or over a period of time. The broad range of information technology resources provides the college with the capacity to plan, administer and evaluate its programs and services. The technology not only supports administrative functions, but also allows for the gathering and analysis of data that is critical to planning and evaluation. Divisions and departments have the ability to access detailed reports containing information from a variety of data sources. This enables careful analysis and evaluation of outcomes related to current programs and services, as well as internal and external factors that must be considered for effective planning and support.

DATA FIRST FORMS – STANDARD 8

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assig Squ Feet (000)
Main campus	20	457.00
Other U.S. locations		
International locations		

	3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Revenue ($000)					
Capital appropriations (p	$696	$165	$120	$7,250	$14,000
Operating budget					
Gifts and grants	$20,476	$25,140	$25,550	$25,000	$25,000
Debt	$0				
TOTAL	$21,172	$25,305	$25,670	$32,250	$39,000
Expenditures ($000)					
New Construction	$0	$0	$0	$7,250	$14,000
Renovations, maintenanc	$423	$1,205	$1,257	$3,500	$2,600
Technology	$280	$288	$1,200	$1,000	$750
TOTAL	$703	$1,493	$2,457	$11,750	$17,350

Assignable square feet	Main campus	Off-campus	Total
Classroom	181	6	187
Laboratory	55	5	60
Office	66	0	66
Study	31	0	31
Special	3	4	7
General	11	11	22
Support	21	27	47
Residential	0	0	0
Other	109	5	114

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

Building name	Purpose(s)	Squ Feet (000)	Cost (000)	Year
Federal Building	Classroom building	33,000.00	11,500	2004

New buildings, planned for next 5 years

Building name	Purpose(s)	Squ Feet (000)	Cost (000)	Year
B&M	Performing arts building	14,000.00	$18,000	2016
Bedford academic	Classroom building	32,000.00	$27,000	2017
Lowell Academic	Classroom building	9,500.00	$10,000	2018

Major Renovations, past 10 years: includes renovations costing $ ___ or more

Building name	Purpose(s)	Squ Feet (000)	Cost (000)	Year
Federal Building	Roof & repointing	33,000.00	772.9	2012
City Building	New Chiller/HVAC	107,774	491	2013
Academic Resources	Renovation/furnishings	28,928	389.4	2012
Trustees House	General Use	8,628.00	321	2013

Renovations planned for next 5 years: includes renovations costing $ 3.0 M or more

Building name	Purpose(s)	Squ Feet (000)	Cost (000)	Year
Talbot Derby	HVAC / controls replace	59,520.00	$3,500	2014-2015
Bedford campus	HVAC / controls replace	106,572.00	$4,600	2014-2015

Fiscal Resources

Standard 9.0

MIDDLESEX Community College
BEDFORD · LOWELL

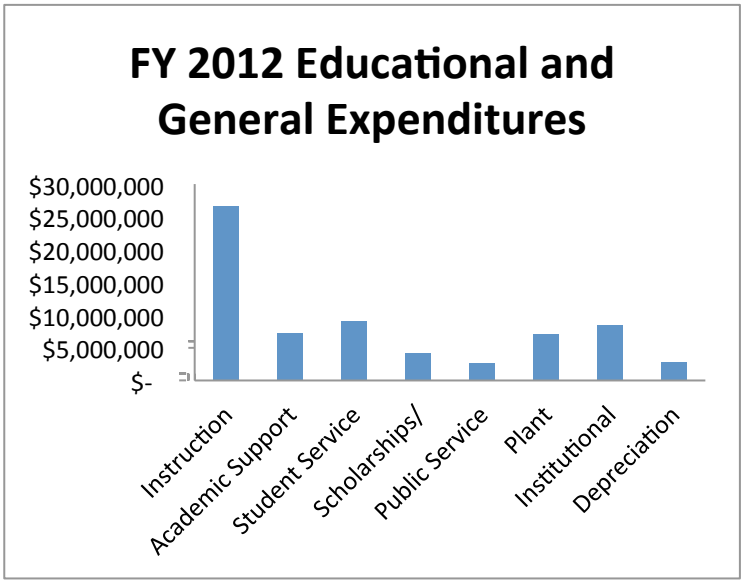
STANDARD 9 – FINANCIAL RESOURCES

Description

Middlesex Community College is a financially stable institution. Through their effective leadership and oversight, the Board of Trustees, the President and the Executive Vice President ensure the efficient use of resources to promote academic quality and the fulfillment of the mission; institutional compliance with state and federal regulations; trustworthy financial forecasting and planning; and the adoption of mission appropriate resource-generation opportunities and cost containment practices. Middlesex manages its fiscal affairs with integrity, employing a system of internal controls and campus-wide risk assessment and management strategies audited annually. Highly regarded for its innovative fiscal leadership, the college is an influential partner in the design and implementation of the new Massachusetts Community College funding formula.

Massachusetts General Laws Chapter 15A Section 22, grants oversight authority for the college's capital and maintenance budgets and responsibility for establishing and implementing fiscal policy to the Middlesex Community College state-appointed Board of Trustees described in Standard 3 – Organization and Governance. The Board's Finance, Investment and Audit subcommittees work with the Executive Vice President and the Assistant Vice President of Administration and Finance to ensure financial stability and the alignment between resource allocation and the fulfillment of strategic mission priorities. The Board reviews and approves college budgets, investments, major purchases and revenue generation initiatives.

Middlesex Community College's resources are allocated to support the achievement of its educational purposes and Mission as illustrated on the following chart. 69% of the resources allocated in FY2012 directly supported instruction, academic and student support services and scholarships and 22% was allocated for plant and institutional support.



FY2012 Educational and General Expenditures by IPEDS Category		
Instruction	$26,675,735	39%
Academic Support	$ 7,257,973	11%
Student Service	$ 9,048,167	13%
Scholarships & Fellowships	$ 4,238,210	6%
Public Service	$ 2,615,804	4%
Plant	$ 7,014,678	10%
Institutional Support	$ 8,437,551	12%
Depreciation	$ 2,785,214	4%
Total	$68,100,332	100%

Figure 6. FY 2012 Educational and General Expenditures

Revenue Sources

College resources are derived from multiple sources including the commonwealth of Massachusetts (34%), tuition and fees (33%), grants (30%) and auxiliary enterprises (4%). Tuition rates are set by the Massachusetts Board of Higher Education and authority to set fees resides with the local Board of Trustees. Tuition from state-supported courses ($24 out of $176 per credit) is returned to the state. The College retains all revenues from non-state supported courses.

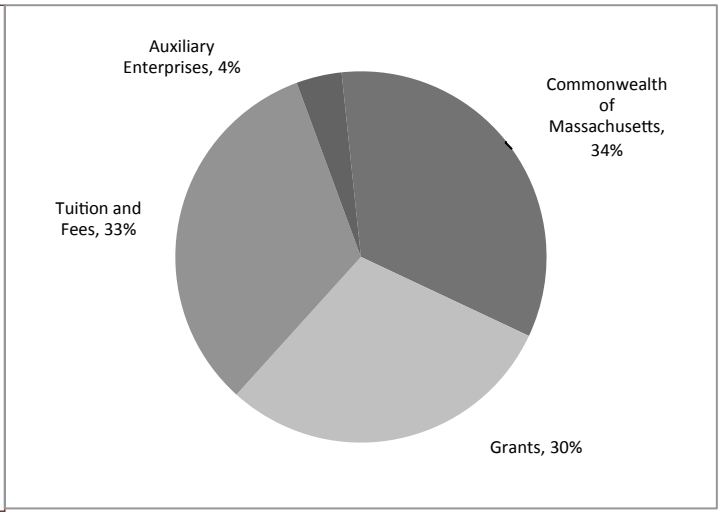


Figure 7. FY 2012 Educational and General Expenditures

Despite an economic downturn that resulted in declining state allocations between 2010 and 2013, the college was able to stabilize its budget through operating efficiencies, enrollment planning, grants and Federal American Recovery and Reinvestment Act (ARRA) funding. The state increased its financial support for public higher education in FY2014, resulting in a 16% increase in the college's state funding allocation since FY2013.

The state budget allocation and the level of state funding to support collective bargaining agreements have a direct impact on the student cost of education. The Middlesex Board of Trustees sets student fees and institutional Safety Net Scholarship funding levels as necessary to ensure the continued availability of excellent educational programs and support services and their financial accessibility to our target student populations. Institutional Safety Net Scholarship Funds are awarded through the Financial Aid Office, whose packaging policies and operations are reviewed through mandatory reports and audits to ensure compliance with state and federal regulations.

Fiscal Year	State Allocation	Tuition Rate for Massachusetts Residents	Per Credit Cost Of Education – Tuition and Fees Rate for Massachusetts Residents	Institutional Safety Net Scholarship Allocation
FY 2010	$21,218,147	$24	$150	$600,000
FY 2011	$18,687,761*	$24	$160	$600,000
FY 2012	$17,121,183*	$24	$170	$700,000
FY 2013	$17,121,183	$24	$176	$800,000
FY 2014	$18,484,220	$24	$176	$900,000

***Includes American Recovery Reinvestment Act Funding**

Strong, full-time professional financial leadership, effective fiscal planning, risk assessment and budget processes, and strong internal controls have enabled the college to thrive during periods of economic uncertainty. The Executive Vice President, the Assistant Vice President of Administration and Finance and the Comptroller are professionally prepared and lead a well-qualified staff committed to the ethical management of all college fiscal resources.

Although long-range planning has been challenging due to difficult-to-predict state funding levels, the college engages in effective planning based on conservative multi-year funding and enrollment projections, and includes contingencies for addressing financial emergencies and unforeseen circumstances. Financial plans are reviewed regularly by the Board of Trustees. One goal of the new Massachusetts Community College Funding Formula is to improve the stability and predictability of state-funding allocations based on college performance on a complex series of key indicators.

The state budget process is fixed and adheres to guidelines provided by the Department of Higher Education and the Executive Office for Administration and Finance. The college's budget allocation is determined by the state legislature. The state appropriation is used exclusively for payroll.

Although most expenditures are driven by personnel, collective bargaining agreements, service contracts and program maintenance obligations, the local budget allocation process is designed to maximize the impact of available resources on the fulfillment of the college Mission and Strategic Plan. A well-defined annual local budget planning process is consistently implemented, routinely reviewed and improved as appropriate. Training is provided to administrators, cost-center managers and staff with budget-related responsibilities as needed. Each spring, cost-center managers submit budget requests to Deans who submit divisional requests to the Vice Presidents. The final budget is established after requests are considered within the context of the Mission and Strategic Plan; student learning assessment results; program review recommendations; and anticipated resources. An interim budget, including student fee recommendations, is submitted to the Board of Trustees for approval in June. The Board of Trustees approves a final local budget in September, after the state budget has been signed by the Governor.

Throughout the fiscal year, the Business Services Office processes financial transactions and ensures funds are expended in accordance with the approved budget and applicable state and college policies. The college's accounting records are managed using the Banner Finance system integrated with other Banner products that are used throughout the campus. The Massachusetts Human Resource Compensation System (HR/CMS) and the Massachusetts Management Accounting and Reporting System (MMARS) are also used for financial management. Cost-center managers are responsible for using Banner Finance to monitor their budgets. A system of checks and balances ensures appropriate financial transactions across the college. A strongly engaged Board of Trustees, oversight from the state Comptroller and Department of Higher Education reporting requirements provide additional oversight to ensure the appropriate use of the college's financial resources and the consistent application of fiscal policies. The Board of Trustees Audit Subcommittee further ensures the independence and objectivity of the audit process and the appropriate consideration of audit reports.

Clearly documented and consistently implemented fiscal policies are in place to ensure compliance with ethical standards and sound financial practices. KPMG is the independent auditor of record for Middlesex Community College and conducts its audit in accordance with generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. As a regular practice, the college evaluates the annual audit findings from other Massachusetts higher education institutions and performs an analysis of its own processes to assess, and maximize, compliance.

The college is committed to adopting best practices leading to increased efficiencies whenever possible. For example, Middlesex has successfully secured fixed-price energy contracts that have led to stable energy costs over the past three years. Additionally, as a member of the Massachusetts Public Higher Education Partnership to Advance Collaboration and Efficiency (PACE), the college works to identify cost saving opportunities that can be leveraged through system-wide purchasing

and policy agreements. Current PACE initiatives are concentrated on joint contracts aimed to achieve savings, preserve resources, enhance visibility and image, and coordinate work on a variety of best-practice activities. Furthermore, PACE is part of a national effort to support and promote higher education collaboration through its active membership in the National Association of Consortia Leadership.

The Middlesex Community College Foundation, the Office of College Advancement and the Office of Resource and Leadership Development raise funds to support initiatives focused on the fulfillment of the college Mission and Strategic Plan that cannot be funded within the institutional budget. Much of the growth in this area is due to the college's entrepreneurial spirit, strong relationships with community and business partners, and our ability to collaborate with educational partners to capture grant funding. The Office of Resource and Leadership Development secures approximately $10 million in federal, state and local grants annually.

The Middlesex Community College Foundation was created to ensure that Middlesex Community College maintains its position as a recognized educational leader, an innovative community partner, a provider of creative international initiatives, and an agent for regional economic growth and workforce development. In 2013, the Middlesex Community College Foundation Annual Fund completed its seventh year of fund raising to support mini-grant proposals submitted by faculty and staff to fund projects, activities and equipment not funded through the regular budget process. The Annual Fund has collected more than $360,000 since its inception and has funded more than 84 grants. The Foundation also has a newly established Student Success Fund to help a growing number of students who are struggling to pay for their education. Examples of additional Foundation support include funding for the Paul Sullivan Leadership Institute for Middlesex Community College students and an active student scholarship program. The Foundation consistently applies its written policies ensuring that donations are properly allocated and distributed in accordance with established procedures and donors' intentions.

Appraisal

Middlesex Community College is a financially stable institution with diverse sources of revenue that support high-quality academic programs. The college has healthy fiscal assets, despite state funding declining in the past ten years from 60% of the total budget to 30%. For FY2013, net assets were $37m; of that amount, $19.4m is attributable to capital assets and $15.3m is unrestricted cash and cash equivalents. This represents an increase of $4.3m, or 13%, from FY2010 net assets of $32.7m. The projection for FY14 is for net assets increases as well. Due to its multi-year planning process and the vigorous pursuit of grants and fundraising, Middlesex is able to respond to financial emergencies and unforeseen circumstances.

The college's senior financial executives are highly respected and have taken a leadership role within the community college system in advocating for the new Massachusetts Community College funding formula. First implemented in FY14, it moves Massachusetts community college funding to a performance-based funding system. Middlesex students significantly benefited from the implementation of the new funding formula, which allowed the college to freeze student fees for the first time in ten years.

A three-year budget forecasting process conducted by the Administration and Finance Division considers important environmental factors and allows for effective long-range planning tied to strategic planning priorities. The college must continue its practice of updating faculty and staff about these factors. Examples include the projected fiscal impact of anticipated retirements; collective bargaining and non-unit administrator salary adjustments; the institutionalization of

positions and initiatives piloted with grant funding; planned Mission/Strategic Plan fulfillment initiatives; enrollment projections and changes in the external environment. Cost savings and efficiencies are maximized through an ongoing review of best-business practices, participation in state-wide purchasing consortiums and in-depth reviews of contracts and bids for goods and services.

This comprehensive planning, sound fiscal management, and efficient use of resources have allowed the college to continue to ensure academic quality, maintain essential operations, and invest in the fulfillment of strategic priorities despite fluctuations in state funding. In the 2012 Personal Assessment of the College Environment Survey, administrators, faculty and staff rated, on a scale of 1 to 5 with higher scores indicating more satisfaction, the extent to which they have the resources required to meet their job requirements. High satisfaction levels are evidenced by the ratings of faculty (mean score of 4.02); staff (mean score of 3.84); and administrators (mean score of 4.09).

The Middlesex program review process enables faculty, staff and administrators to conduct self-studies in a consistent and systematic manner. Information is gathered, analyzed, and used to make budget recommendations to sustain program quality and to continue program development. Examples of evidence-based budget requests emanating from the program review process that have been funded include: additional equipment for labs and classrooms, faculty and coordinator positions, curricular modifications, and work-based learning experiences. Specific examples include the purchase of industry-standard restaurant simulation software to support the Business Hospitality Management Program and funding to support the transformation of developmental education in mathematics, reading and composition. Effective collaborations between Finance and administration, academic leaders and faculty played a critical role in the successful implementation of RAMP-Up Math, the Accelerated Learning Program (ALP) for writing, new Reading, Writing, and Reasoning courses and the redesign of the First-Year Experience program and tutoring services.

The college supports student access through its Safety Net Scholarship programs; Foundation Scholarships and effective financial aid packaging policies. On the 2011 Community College Survey of Student Engagement students were asked “How much does this college provide the financial aid you need to afford your education?” Of the respondents, 26% reported “very much”; 23% reported “quite a bit”; 28% reported “some” and 23% reported “very little.” It must be noted that the responses of both financial aid eligible and non-eligible students were included. The persistence and retention rates of students awarded Safety Net Scholarships are significantly higher than the general student population. In 2013, The Middlesex Community College Foundation established the Student Success Fund to further address the needs of students who do not qualify for sufficient levels of traditional state and federal financial aid.

For the past eighteen years, the Auditors Report on Compliance and Internal Control with regard to the college’s annual financial statement audit has disclosed no instances of noncompliance and no matters involving internal control at the institution. All such reports were unqualified and with no material weaknesses. In 2013, the college underwent a full A-133 audit of federal grant-funded programs, including federal financial aid. No instances of noncompliance and no matters involving internal control at the institution were identified.

The Banner Finance system allows for the effective management of fiscal resources at the cost-center level while maintaining centralized accounting of all funds. In the November 2013 Faculty/Staff Survey, of 45 cost-center managers who expressed an opinion, 92% agreed or strongly agreed that “Banner Finance helps me manage my department’s budget.” When asked to describe the strengths and challenges of the budget, 15 cost-center managers responded. Identified

strengths include the accessibility of Banner Finance, a clear and consistent annual budget request process that is connected to the Strategic Plan, the ability to adjust annual budget requests based on departmental needs and effective communication around the budget process. Areas for further development included the need for cost-center managers to be able to generate more flexible, ad hoc, real-time reports from Banner Finance; and the need for greater clarity regarding who to consult when cost-center managers have budget questions or need help managing the nuances of Banner Finance.

The centralization of grant writing in the Office of Resource Development enhances our institutional capacity to respond to funding opportunities efficiently and collaboratively. In 2004, the college generated $6 million in grant funds and currently generates an average of $10 million annually. In the 2009 Fifth-Year Interim Accreditation Report to NEASC, Middlesex committed to submitting a minimum of five proposals annually to private foundations, businesses, corporations, and state and federal agencies to support new initiatives. Since then, the Office of Resource Development has submitted an average of twelve proposals per year.

Despite the associated fiscal challenges, Middlesex is committed to the institutionalization of successful initiatives piloted through grant funding. Examples include the continued support of the following major grant-funded programs.

- Middlesex was awarded a Title III in 2008 with the goal of significantly improving student retention and persistence through a group of initiatives designed to promote student engagement and success. As a result of the work conducted by faculty design teams to modify course curriculum, by advising staff to expand access to services and the addition of new advising tools, students exposed to any of the Title III interventions persisted at significantly higher rates. This important work has been sustained by the decision to continue to fund the following key grant-funded positions; (1) the Director of Professional & Instructional Development; (2) the Learning Engagement Specialist; (3) the Coordinator of Advising and (4) three part-time advisors.
- The U.S. Department of Labor Transformation Agenda grant brought the 15 Massachusetts community colleges, the Massachusetts Department of Adult Basic Education, the commonwealth's Workforce Investment Boards and career centers, and top business stakeholders together to transform the delivery of workforce education and training programs. At Middlesex, new programs, services and resources developed with grant funding that continue to be supported include a Clinical Laboratory Assistant certificate, a Medical Laboratory Technician associate degree, a Health and STEM Pathways Center to support student success and new laboratory space.

Fundraising efforts are supported through strong institutional relationships with donors and alumni, effective technology and up-to-date, targeted potential donor databases. Internal controls and documentation are in place to manage the funds raised and ensure their use in accordance with donor specifications. The MCC Foundation publishes an annual report documenting both the funds raised and the initiatives they support.

An annual Celebrity Forum, established in 1999, is a well-received community event with consistent financial support from its major sponsor. Since 2004, the Celebrity Forum has funded student scholarships. The Annual Fund began in 2007 to support faculty and staff projects, activities and equipment not funded through the regular budget process. As of June 2013, $360,000 has been raised through the Annual fund. Additional fundraising strategies include an Alumni Advisory Board, strategies to leverage college business and corporate relationships and a Student Success Fund to provide scholarships for students who do not qualify for sufficient state and federal

financial aid. Future initiatives include a capital campaign to support the renovation of the college's future performing and studio arts building in Lowell.

Institutional Strengths	Institutional Challenges
• Middlesex Community College is a fiscally stable institution. Multi-year planning, the successful pursuit of grants and vigorous fundraising efforts strengthen the college's capacity to respond to fiscal emergencies and ensure the continuing support of high-quality educational programs and essential college operations. • The college employs an inclusive, well-defined budget request process that prioritizes strategic planning, mission fulfillment, program review and assessment linked initiatives for funding consideration. • The new Massachusetts Community College system funding formula supports institutional planning and operation by more directly linking fiscal allocations to (1) overall enrollment levels; (2) enrollments in high-cost programs; (3) institutional performance in relation to system-wide goals; and (4) plant maintenance. • Middlesex conducts its fiscal affairs with integrity. Internal controls are in place to ensure the consistent application of fiscal policies and procedures and to safeguard financial and physical resources.	• Middlesex garners significant grant funding to pilot new initiatives. Sustaining successful pilot projects beyond the funding period remains an institutional challenge and priority. • Facing increased competition for fewer grant resources, often with stricter guidelines, the college must continue to provide adequate resources to sustain successful grant and resource development. • Middlesex Community College's long-range, multi-year fiscal planning is responsive to the evolving state and federal budget environment. The college must continue to educate faculty and staff regarding significant factors that may impact budget decisions and influence institutional planning. • The college's decentralized budget process provides the flexibility needed by cost-centers to manage their accounts. Training and professional development must continue to be provided as necessary to ensure that all cost-center managers understand up-to-date budget policies and resources. • Successful fundraising efforts support important college initiatives and student scholarships. The college must continue to aggressively pursue fundraising opportunities.

Projections

Beginning in Fall 2014, a team consisting of the Dean of Resource Development; the Vice President of Enrollment Management, Research, and Planning; the Provost and Vice President of Academic and Student Affairs; the Executive Vice President; and the Assistant Vice President for Administration and Finance will meet periodically to systematically evaluate grant-funding opportunities, balancing the sustainability of initiatives and grant-related positions with their alignment with the college's mission and long and short term goals.

The Executive Vice President will continue to use Faculty Staff Association meetings and other college gatherings to keep the college community informed about factors that affect budget decisions and influence college planning.

The Comptroller and Assistant Vice President of Administration and Finance will continue to conduct training sessions for cost center managers at least once per semester.

Beginning in Fall 2014, the Office of Advancement and the Middlesex Community College Foundation will expand and refine its processes for identifying and connecting with potential donors, including alumni, faculty and staff, and corporations.

Institutional Effectiveness

Middlesex Community College has in place numerous internal policies and controls, and the external mechanisms necessary to evaluate the effectiveness of its fiscal condition and financial management. External mechanisms include annual financial audits; a strongly engaged Board of Trustees with Finance, Financial Audit and Investment sub-committees; periodic grant reviews/audits from external agencies; oversight from the State Comptroller; and performance and fiscal reporting data required by the Massachusetts Department of Higher Education. The institution utilizes results from these activities to maintain and enhance fiscal stability.

DATA FIRST FORMS – STANDARD 9

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

	FY 2010	FY 2011	FY 2012	Most Recent FY 2013	Percent Change FY 2012-2013	
ASSETS						
CASH AND SHORT TERM INVESTMENTS	$11,082,497	$13,591,374	$14,731,467	$12,225,539	8.39%	-17.0%
CASH HELD BY STATE TREASURER	$1,928,249	$2,014,461	$967,412	$1,132,360	-51.98%	17.1%
DEPOSITS HELD BY STATE TREASURER	$0	$0	$0	$0	0.00%	0.0%
ACCOUNTS RECEIVABLE, NET	$4,726,297	$4,322,489	$2,349,395	$3,156,488	-45.65%	34.4%
CONTRIBUTIONS RECEIVABLE, NET	$0	$0	$0	$0	0.00%	0.0%
INVENTORY AND PREPAID EXPENSES	$0	$7,007	$5,000	$0	-28.64%	-100.0%
LONG-TERM INVESTMENTS	$2,319,675	$5,959,162	$6,471,283	$11,392,690	8.59%	76.0%
LOANS TO STUDENTS	$368,465	$376,644	$349,813	$343,058	-7.12%	-1.9%
FUNDS HELD UNDER BOND AGREEMENT	$1,190,831	$1,338,755	$1,344,908	$1,359,584	0.46%	1.1%
PROPERTY, PLANT AND EQUIPMENT, NET	$29,227,185	$26,789,776	$26,433,816	$24,695,583	-1.33%	-6.6%
OTHER ASSETS	$108,087	$99,610	$91,133	$82,656	-8.51%	-9.3%
TOTAL ASSETS	**$50,951,286**	**$54,499,278**	**$52,744,227**	**$54,387,958**	-3.22%	3.1%
LIABILITIES						
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$3,534,274	$3,876,953	$1,986,015	$2,311,198	-48.77%	16.4%
DEFERRED REVENUE & REFUNDABLE ADVANCES	$1,141,289	$1,092,432	$1,188,137	$2,012,227	8.76%	69.4%
DUE TO STATE	$0	$0	$0	$0	0.00%	0.0%
DUE TO AFFILIATES	$0	$0	$0	$0	0.00%	0.0%
ANNUITY AND LIFE INCOME OBLIGATIONS	$0	$0	$0	$0	0.00%	0.0%
AMOUNTS HELD ON BEHALF OF OTHERS	$242,391	$567,370	$554,303	$127,202	-2.30%	-77.1%
LONG TERM DEBT	$6,342,012	$5,988,129	$5,614,245	$5,225,362	-6.24%	-6.9%
REFUNDABLE GOVERNMENT ADVANCES	$151,392	$142,491	$141,401	$127,913	-0.76%	-9.5%
OTHER LONG-TERM LIABILITIES	$6,811,185	$6,866,021	$7,215,599	$7,661,350	5.09%	6.2%

	FY 2010	FY 2011	FY 2012	Most Recent FY 2013	Percent Change FY 2012-2013	
TOTAL LIABILITIES	**$18,222,543**	**$18,533,396**	**$16,699,700**	**$17,465,252**	-9.89%	4.6%
NET ASSETS						
UNRESTRICTED NET ASSETS						
INSTITUTIONAL	**$31,399,392**	**$33,899,510**	**$34,486,288**	**$34,682,540**	1.73%	0.6%
FOUNDATION						
TOTAL	**$31,399,392**	**$33,899,510**	**$34,486,288**	**$34,682,540**	1.73%	0.6%
TEMPORARILY RESTRICTED NET ASSETS						
INSTITUTIONAL	**$1,329,351**	**$2,066,372**	**$1,558,239**	**$2,240,166**	-24.59%	43.8%
FOUNDATION						
TOTAL	**$1,329,351**	**$2,066,372**	**$1,558,239**	**$2,240,166**	-24.59%	43.8%
PERMANENTLY RESTRICTED NET ASSETS						
INSTITUTIONAL						
FOUNDATION						
TOTAL	**$0**	**$0**	**$0**	**$0**	0.00%	0.0%
TOTAL NET ASSETS	**$32,728,743**	**$35,965,882**	**$36,044,527**	**$36,922,706**	0.22%	2.4%
TOTAL LIABILITIES AND NET ASSETS	**$50,951,286**	**$54,499,278**	**$52,744,227**	**$54,387,958**	-3.22%	3.1%

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

	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)*	Current Budget (FY 2015)*	Next Year Forward (FY 2016)*
OPERATING REVENUES					
TUITION & FEES	$34,506,911	$35,028,316	$34,500,000	$35,200,000	$35,200,000
ROOM AND BOARD	$0	$0	$0	$0	$0
LESS: FINANCIAL AID	($11,721,828)	($13,712,043)	($13,700,000)	($13,700,000)	($13,700,000)
NET STUDENT FEES	$22,785,083	$21,316,273	$20,800,000	$21,500,000	$21,500,000
GOVERNMENT GRANTS & CONTRACTS	$20,476,206	$25,140,546	$25,200,000	$25,000,000	$25,000,000
PRIVATE GIFTS, GRANTS & CONTRACTS	$0	$0	$0	$0	$0
OTHER AUXILIARY ENTERPRISES	$367,414	$430,724	$425,000	$425,000	$425,000
ENDOWMENT INCOME USED IN OPERATIONS	$0	$0	$0	$0	$0
OTHER REVENUE (specify):	$1,407,354	$1,802,587	$1,600,000	$1,600,000	$1,600,000
OTHER REVENUE (specify):	$0	$0			
NET ASSETS RELEASED FROM RESTRICTIONS	$0	$0			
TOTAL OPERATING REVENUES	**$45,036,057**	**$48,690,130**	**$48,025,000**	**$48,525,000**	**$48,525,000**
OPERATING EXPENSES					
INSTRUCTION	$26,675,735	$26,826,447	$27,200,000	$27,400,000	$27,400,000
RESEARCH	$0	$0			
PUBLIC SERVICE	$2,615,804	$5,061,934	$5,025,000	$5,025,000	$5,025,000
ACADEMIC SUPPORT	$7,257,973	$7,175,321	$7,225,000	$7,425,000	$7,425,000
STUDENT SERVICES	$9,048,167	$9,444,249	$9,700,000	$9,800,000	$9,800,000
INSTITUTIONAL SUPPORT	$8,437,551	$8,500,041	$8,500,000	$8,500,000	$8,500,000
FUNDRAISING AND ALUMNI RELATIONS	$0	$0			
OPERATION, MAINTENANCE OF PLANT (if not allocated)	$7,041,678	$7,207,831	$7,500,000	$9,700,000	$9,700,000
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$4,238,210	$3,585,669	$3,750,000	$3,750,000	$3,750,000
AUXILIARY ENTERPRISES	$0	$0			
DEPRECIATION (if not allocated)	$2,785,214	$2,919,266	$2,950,000	$2,950,000	$2,950,000
OTHER EXPENSES (specify):	$0	$0	$0	$0	$0
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$68,100,332**	**$70,720,758**	**$71,850,000**	**$74,550,000**	**$74,550,000**
CHANGE IN NET ASSETS FROM OPERATIONS	**($23,064,275)**	**($22,030,628)**	**($23,825,000)**	**($26,025,000)**	**($26,025,000)**

	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)*	Current Budget (FY 2015)*	Next Year Forward (FY 2016)*
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)	**$23,199,796**	**$22,452,036**	**$25,978,577**	**$26,257,044**	**$26,257,044**
INVESTMENT RETURN	**$117,092**	**$517,621**	**$350,000**	**$350,000**	**$350,000**
INTEREST EXPENSE (public institutions)	**($288,560)**	**($269,188)**	**($250,000)**	**($250,000)**	**($250,000)**
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$0**	**$0**	**$0**	**$0**	**$0**
OTHER (specify):	**$776**	**$0**	**$0**	**$0**	**$0**
OTHER (specify):	**($634,877)**	**($14,594)**	**($15,000)**	**($15,000)**	**($15,000)**
OTHER (specify):	**$51,908**	**$57,505**	**$55,000**	**$55,000**	**$55,000**
NET NON OPERATING REVENUES	**$22,446,135**	**$22,743,380**	**$26,118,577**	**$26,397,044**	**$26,397,044**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($618,140)**	**$712,752**	**$2,293,577**	**$372,044**	**$372,044**
CAPITAL APPROPRIATIONS (public institutions)	**$696,785**	**$165,427**	**$120,000**	**$120,000**	**$120,000**
OTHER					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$78,645**	**$878,179**	**$2,413,577**	**$492,044**	**$492,044**

*Estimated

Standard 9: Financial Resources
(Statement of Debt)

Fiscal year ends 6/30	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014) *	Current Budget (FY 2015)*	Next Year Forward (FY 2016)*
DEBT					
BEGINNING BALANCE	$5,988,129	$5,614,245	$5,225,362	$5,225,362	$5,225,362
ADDITIONS		$0	$0	$0	$0
REDUCTIONS	($373,884)	($388,883)	($413,883)	($413,883)	($413,883)
ENDING BALANCE	$5,614,245	$5,225,362	$4,811,479	$4,811,479	$4,811,479
INTEREST PAID DURING FISCAL YEAR	$288,560	$269,188	$203,348	$203,348	$203,348
CURRENT PORTION					
BOND RATING					

*Estimated

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

Interest rate is 2.93% for a term of 8 years, 9 months beginning February, 2014. Monthly payments of principal and interest are paid to Enterprise Bank and Trust Company by direct debit to our account, therefore are being paid on time. Annual disdosure

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

None

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

Standard 9: Financial Resources (Supplemental Data)

Fiscal year ends 6/30	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014) *	Current Budget (FY 2015)*	Next Year Forward (FY 2016) *
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$35,965,882	$36,044,527	$36,922,706	$39,336,283	$39,828,327
TOTAL INCREASE/DECREASE IN NET ASSETS	$78,645	$878,179	$2,413,577	$492,044	$492,044
NET ASSETS END OF YEAR	**$36,044,527**	**$36,922,706**	**$39,336,283**	**$39,828,327**	**$40,320,371**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$700,000	$800,000	$900,000	$1,000,000	$1,000,000
FEDERAL, STATE & PRIVATE GRANTS	**$13,716,029**	**$15,212,482**	**$15,400,000**	**$15,400,000**	**$15,400,000**
RESTRICTED FUNDS	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL	**$14,416,029**	**$16,012,482**	**$16,300,000**	**$16,400,000**	**$16,400,000**
% DISCOUNT OF TUITION & FEES	34.0%	39.0%	39.0%	39.0%	39.0%
% UNRESTRICTED DISCOUNT					

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

MCC has a cash management and investment policy that is comprised of two funds: The purpose of the Operating Investment Fund is to provide sufficient cash to meet the ongoing financial obligations of the College in a timely manner including the ability to

Public Disclosure

Standard 10.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 10 – PUBLIC DISCLOSURE

Description

Over the past decade, Middlesex has dedicated staff and resources to improving the accuracy, timeliness and clarity of print and online communications, enhancing its website and developing its social media presence. These initiatives are focused on providing all internal and external constituents with a variety of ways to access accurate, consistent and timely information without difficulty.

Recognizing that current and prospective students, parents and other audiences access information online, Middlesex has completely redesigned and reconfigured the college website to include former print publications and other institutional information to make it user-friendly. In addition, a mobile web application has been created. This redesign took place in 2012 and included obtaining input from student, faculty, staff and external constituents. In addition, Middlesex increasingly utilizes social media as a communications tool through monitored sites, such as Facebook, Twitter, Pinterest, Instagram, and the Middlesex Community College blog.

An online Academic Catalog, supported by Acalog™, a sophisticated Academic Catalog management system, serves as the central database source of accurate information for all college electronic and print publications. The online Academic Catalog is also available in a print version that contains the exact same information as the online version. Other print and online publications that contain a significant amount of information are the Admissions View Books, Admissions Packets for Selective Admission Programs, Community and Corporate Education Advising Schedule, the Semester Advising Schedule, and the Fact Book, which is published annually by the Office of Institutional Research.

In both print and online information, Middlesex consistently informs the public of how to obtain information and where to direct inquiries. Both email and phone contact information can be obtained from the Academic Catalog, Fact Book, and website directory. In addition, a toll-free number is included in all marketing pieces. Information about the most recent audited financial statement can be found under Financial Information in the Policies and Regulations section of the Academic Catalog.

College policies related to the obligations of both students and the institution are stated in the Academic Catalog and in other publications. Faculty obligations and responsibilities are outlined in a variety of resource materials available on the website. The Academic Catalog also provides information on community standards, including the Code of Conduct and Honor Code, which are downloadable from the website and available in print format from the Office of Student Affairs. Information on Admission and Attendance policies are included in the Academic Catalog and available on the website. Past printed editions of the Academic Catalog are kept in hardcopy (available in the Student Enrollment Centers) and archived electronically.

The Academic Catalog includes information on the college's Mission; objectives; status as a public, two-year community college; institutional student learning outcomes; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student appeals and complaints; and the process for withdrawing from the college.

All requirements, procedures and policies related to admissions and transfer of credit in and out of the institution are included. Transfer out information includes that related to *MassTransfer,* a state-wide transfer policy linked to baccalaureate programs, and transfer articulation agreements that Middlesex has established with other colleges and universities. Specific articulation agreements are

listed on the website. Program Advising Guides that include information on career outlook and transfer are linked to specific program information on the web. Information on each academic program is provided in the Academic Catalog, including a listing of required courses and program outcomes.

Other educational opportunities, such as the Weekend College or the Commonwealth Honors Program, are also described in the Academic Catalog. Locations of courses or programs offered off-campus at different locations are noted in the Academic Catalog, Semester Advising Schedule, and individual program sheets available through the Admissions and Advising offices. In addition to the all of the above information being published in the Academic Catalog, some of it is also included in other publications, such as the Fact Book and Student Handbook.

All full-time and part-time faculty, including rank, departmental affiliation, degrees held and the institutions granting them and are listed in the Academic Catalog. An "asterisk:" is used to identify part-time faculty. The names and positions of administrative officers and principal affiliations of the Board of Trustees are also included. The website directory also lists faculty and staff individually and by department, including phone and email addresses.

Acalog™ software supports the updating of information so that each year's published Academic Catalog contains current and accurate information on programs, courses, services and personnel. The Marketing Communications Office oversees publication of the annual Academic Catalog in collaboration with the Dean of Admissions and Dean of Enrollment Management who oversees all changes made in the Acalog™ system in consultation with all academic and administrative departments. Middlesex Community College's Semester Advising Schedule is reviewed and approved by both enrollment and academic personnel prior to publication to ensure that courses listed are being offered for that applicable semester.

The Middlesex Community College Fact Book provides a comprehensive description of the size and characteristics of the Middlesex Community College study body over a five-year period. This includes information compiled by Institutional Research related to enrollments, retention, transfer and graduation; complete demographic data; full- and part-time status; level of preparation; and programs of study.

Information on academic support services, such as tutoring and supplemental instruction, as well as other support services, such as personal and career counseling and disability support services, is available through the Academic Catalog, social media announcements, the Student Newscaster, posters and flyers. Co-curricular and non-academic opportunities are referenced in the Academic Catalog with extensive additional information found on the Middlesex Community College website, in the Student Handbook, and through social media, posters and flyers. In addition, Student Newscaster provides daily announcement on campus events and opportunities.

A description of Middlesex's two campuses, as well as academic and other physical resources, can be found in the Academic Catalog introduction and in the "About" section on the website. Campus maps identifying the location of each building are found on the website and in the Semester Advising Schedules.

The paramount importance of the college's Institutional Student Learning Outcomes (ISLOs) can be seen in the prominence they are given throughout the college. In addition to being published in the Academic Catalog, the ISLOs inform strategic planning and related accountability measures and are an integral component of the assessment plan and program review. Icons have been designed for each outcome so that promotional materials for curricular and co-curricular activities can be linked to one or more specific ISLOs to reinforce the learning that will be taking place.

Information on student retention and graduation rates is published in the Academic Catalog, Semester Advising Schedule and Fact Book. Passage rates for the nursing, radiological technology, and dental hygiene licensure exams are published in the Fact Book.

Information on the total cost to attend Middlesex, the number of required courses, availability of financial aid, and the process for applying for it is published in the Academic Catalog, Semester Advising Schedule and Fact Book. Information is also available through printed materials in the Financial Aid Office and on the college's Financial Aid website, which offers many resources. For example, students may calculate on line estimated cost information for degree programs depending on their length of study. Gainful employment disclosure and median debt information is published in the Academic Catalog for all required certificate programs.

Institutional Research annually compiles data on student outcomes to support reporting and publication of information related to program excellence, learning outcomes, placement success, and the achievements of graduates. This includes data related to retention, transfer, graduation, and placement. Documentation to support all reporting is maintained by Institutional Research and includes data compiled through the Banner Student Management Information System, the Higher Education Information Resource System (HEIRS) Reports, and other information obtained through surveys. Each academic program that is individually accredited by a national organization or acknowledged for excellence by an outside agency has the documentation to confirm that accreditation or acknowledgment, and it can be obtained from the program/department. Documentation related to published faculty achievements is maintained by the Office of Academic and Student Affairs. Explicitly and accurately worded accreditation information appears in the Academic Catalog, Fact Book, and on the website.

Appraisal

Under the direction of Middlesex Community College's Office of Marketing Communications, departments within the college work together effectively to update the Academic Catalog, the major source of college information. The Catalog is primarily accessed online, with print copies available. The online Catalog, which can be automatically translated into the languages that represent our student population, is updated annually or more often, as needed, through Acalog™, ensuring that all information is current.

A similar cooperative system is used to update the credit Semester Advising Schedule and the noncredit Course Schedule, which contain current information about course offerings, schedules and fees. Consistent content and format characterize the general college information that appears in the Academic Catalog, Student Handbook, semester schedules, and on the college website.

The extensive efforts the college has put forth in the past few years to improve its portal and website has made accessing information easier. The November 2013 Student Survey indicates that information about programs, support services, student activities, admissions and financial obligations at Middlesex Community College is readily available. Based on the survey results, more than 80% of responding students either agree or strongly agree that information is available on the college website, and transmitted via email. Approximately 69% percent of respondents replied that Middlesex Community College's in-person communication is effective or extremely effective, and more than 66% of responding students indicated that printed materials are also an effective or extremely effective way to receive college information. Survey results for faculty and staff taken at the same time were the same as the student.

Although there is overall satisfaction with the ease of accessing information on the website, the Student Survey did indicate two areas for improvement: accessing information through the online

Directory; and locating information related to grievance procedures. Entries in the online college Directory now include name, title, telephone number, extension, location, department and email address, and some include photographs. The college Directory does contain some outdated information (for example, the directory has employees who have separated from the college) and sometimes lacks general departmental information. The November 2013 Student Survey indicates that of the 70% responding to questions related to Directory information, many did experience difficulty locating faculty phone numbers (11.7%), staff phone numbers (13.3%), and faculty and staff office locations (10.3%). This data indicates a need to modify how phone and office location information is accessed through the Directory, which is available through the website. In addition, while processes have been established for updating the Directory, it will be helpful to ensure that these processes are taking place and are effective in providing current, up-to-date information. Of the respondents who expressed an opinion of the ease of accessing information on grievance procedures, 17% found it difficult or very difficult. This indicates a need to review the accessibility of this information.

The college has significantly increased its presence on social media through the Middlesex Community College Blog, Facebook, Twitter and Pinterest. While the college recognizes the value of social media, the goal is to drive viewers to the college website as a primary source of information. The results of the survey indicate that this goal is being achieved. At the same time, as the use of social media continues to increase, the college must identify policies and processes related to oversight to ensure that there is consistent and appropriate use of the college's social media channels.

The college webpages, student portal and social media presence support public disclosure and dissemination of information as evidenced by recent awards garnered by the college's Office of Marketing Communications from the Higher Education Marketing Report and National Council of Marketing and Public Relations, which confirm the quality of these online resources.

Institutional Strengths	Institutional Challenges
• Middlesex Community College follows an integrated production and approval process for updating the catalog and advising schedule. • The redesigned portal and college website, along with expanded use of social and mobile media, have contributed to increasing access to college information and resources.	• To maintain the currency and consistency of webpage information, the college must continue to ensure that periodic webpage updates are routinely scheduled and professional development support is provided to web content managers on a regular basis.

Projections

Electronic reminder notices from the Institutional Technology area will continue to be sent to all content managers quarterly to ensure accuracy and timeliness of website information. Area managers will provide individual follow-up and will periodically review all updated web content. "Just-in-Time" IT Help Desk staff will support content managers as they update content and will assist in mitigating any technical issues that arise during periodic updating efforts.

Institutional Effectiveness

As noted above, publication of the Academic Catalog, the basis for all other publications, is coordinated by the Office of Marketing Communications, in collaboration with the Dean of Admissions and Dean of Enrollment Management. Annually, all college Vice Presidents, Deans and Department Heads are required to review and approve Academic Catalog information that pertains to their areas. This established process ensures that information is accurate and current and

provides annual opportunities for the revision of information, as necessary. Similar collaboration among Enrollment Services and Advising Departments is used to compile Semester Advising Schedules. Staff and faculty have been trained in the use of Acalog™ and the web updating tool, OU Campus, to keep print and web content complete, accurate, available and current. Together, these processes support the accuracy of all information disclosed to the public.

DATA FIRST FORMS – STANDARD 10

Standard 10: Public Disclosure

Information	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	
Inquiries can be made through the MCC website (https://www.middlesex.mass.edu/), which was totally redesigned in 2012 to make it much more interactive. Prospective and returning students can request information about credit and noncredit courses, as well as international admissions, via online forms right on the website (https://www.middlesex.mass.edu/admissions/request.aspx) Social Media: MCC is increasing outreach via social media, and we receive more and more questions via Facebook and Twitter. The college Facebook page (http://www.facebook.com/TheMiddlesexCC) and Twitter feed (https://twitter.com/Middlesex_CC) are closely monitored and we continuously respond to inquiries that come in via those outlets. MCC also has a blog (http://community.middlesex.mass.edu/blogs/mccblog/), a Pinterest site (http://pinterest.com/middlesexcc/) and a YouTube account (http://www.youtube.com/TheMiddlesexcc)	The Academic Catalog contains contact information (email and/or phone numbers) for all college programs and offices. MCC publishes five (5) Advising Schedules each year -- both online and print -- that contain email and phonenumbers for most programs and offices. These include fall- and spring-semester credit-course Advising Schedules; fall- and spring-semester noncredit-course Advising Guides; and one Summer Advising Schedule that contains both credit and noncredit course information. We print an MCC View Book, which contains college contact information: phone, website URL and links to social media, as well as a detachable postcard that can returned (via USPS) to Enrollment Services to request further college information. MCC's Admissions Office also prints Program Sheets, which, in addition to admission information, courses and specific program requirements, also contain contact contact information
Notice of availability of publications and of audited financial statement or fair summary	
This information is available via the Academic Catalog -- Availability of publications in alternative format: http://catalog.middlesex.mass.edu/content.php?catoid=13&navoid=837 Semester Advising Schedules: http://catalog.middlesex.mass.edu/content.php?catoid=13&navoid=827#Advising_Schedule_for_Updated_Course_Information Financial information: http://catalog.middlesex.mass.edu/content.php?catoid=13&navoid=834#Financial_Information	Info can be found in the Academic Catalog, which is updated and printed annually -- although most users access the catalog online.

Information	Print Publications
Institutional Catalog	
MCC's Academic Catalog (http://catalog.middlesex.mass.edu/) is updated annually and available online 24/7 via Acalog software. The catalog is totally interactive -- i.e. course description link directly to Programs of Study pages, etc. It also links to the college website.	The Academic Catalog is updated and printed annually -- although most users access the catalog online.
Obligations and responsibilities of students and the institution.	
Academic Catalog Web Page: http://catalog.middlesex.mass.edu/ MCC Code of Conduct Download: https://www.middlesex.mass.edu/deanofstudents/downloads/14stuconduct.pdf Student Conduct: Policies and Procedures Web Page: https://www.middlesex.mass.edu/deanofstudents/studentcndct.aspx Student Handbook Web Page: https://www.middlesex.mass.edu/deanofstudents/studhand2.aspx MCC Core Commitments Web Page: https://www.middlesex.mass.edu/studentlife/communityengagement/corecommitt.aspx MCC Honor Code: https://www.middlesex.mass.edu/deanofstudents/downloads/hcodeflyer.pdf Human Resources Policies Web Page: https://www.middlesex.mass.edu/humanresources/policy.aspx Employee handbook Download: https://www.middlesex.mass.edu/humanresources/nuphand12.pdf	College Policies and Community Standards are printed annually in the Academic Catalog. MCC Code of Conduct is available in printed format from the Student Affairs Office MCC Honor Code is available in printed format from the Student Affairs Office The HR Employee Handbook is available in print format from HR

Information	Print Publications
Requirements, procedures and policies re: admissions	
https://www.middlesex.mass.edu/admissions/ http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1373	Academic Catalog
Requirements, procedures and policies re: transfer credit	
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1376	Academic Catalog
A list of institutions with which the institution has an articulation agreement	
https://www.middlesex.mass.edu/transfer/transartic.aspx	Academic Catalog
Student fees, charges and refund policies	
https://www.middlesex.mass.edu/studentaccounts/	Academic Catalog and Semester Schedules
Rules and regulations for student conduct	
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1384 https://www.middlesex.mass.edu/deanofstudents/studhand2.aspx	Print Publications: Academic Catalog, Student Handbook
Procedures for student appeals and complaints	
http://catalog.middlesex.mass.edu/ www.middlesex.mass.edu/studenthandbook	Print Publications: Student Handbook
Other information re: attending or withdrawing from the institution	
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377#Attendance	Print Publications: Academic Catalog, Semester Schedules
Academic programs	
Academic Catalogue, Admissions Application, Viewbooks	http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1372
Courses currently offered	
Semester Schedule	https://middlenet.middlesex.mass.edu/ (click on Class Schedule) -We also have an interactive credit schedule posted each semester. Spring 2013 example: http://interactivepdf.uniflip.com/2/33586/286460/pub/

Information		Print Publications
Other available educational opportunities		
Academic Catalogue, NECCUM brochure, Mass Transfer brochure, Corporate and Community Ed. and Training Schedule		https://www.middlesex.mass.edu/workforcetraining/ https://www.middlesex.mass.edu/academics/ (Select the Beyond the Classroom Tab for multiple options) Mass Transfer: www.mass.edu/masstransfer - We also have an interactive schedule posted each semester for Corporate and Community Ed and Training. Spring 2013 example: http://interactivepdf.uniflip.com/2/33586/290093/pub/index.html
Other academic policies and procedures		
http://catalog.middlesex.mass.edu/ https://www.middlesex.mass.edu/deanofstudents/studhand2.aspx		Print Publications: Academic Catalog pgs 218-225 Academic Policies Academic Catalog pgs 243-246 Other Policies and Regulations Student Handbook - General Policies & Regulations
Requirements for degrees and other forms of academic recognition		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1372 http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377		Academic Catalog 7 - Degree requirements Academic Catalog pg 107 - Certificate Requirements Academic Catalog pgs 218-225 Academic Policies - Academic Recognition Pg 222
List of current faculty, indicating department or program affiliation, distinguishing between full- and		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1385&hl=current+faculty&returnto=search#Faculty_and_Staff		Academic Catalog Pg 247-260
Names and positions of administrative officers		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1385&hl=current+faculty&returnto=search#College_Leadership		Academic Catalog Pg 257-273
Names, principal affiliations of governing board members		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1386&hl=governing+board+members&returnto=search#Middlesex_Community_College_Board_of_Trustees		Academic Catalog Pg 274-289

Information		Print Publications
Locations and programs available at branch campuses, other instructional locations, and overseas		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1372 (information is located in individual program pages)		Academic Catalog Individual Program Sheets distributed through the Admissions office
Programs, courses, services, and personnel not available in any given academic year.		
https://middlenet.middlesex.mass.edu/		Courses not offered removed from schedule.
Size and characteristics of the student body		
https://www.middlesex.mass.edu/strategicplanning/downloads/fbweb1213.pdf		
Description of the campus setting		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1370		
Availability of academic and other support services		
https://www.middlesex.mass.edu/academics/ http://interactivepdf.uniflip.com/2/33586/286460/pub/ https://mymcc.middlesex.mass.edu/?Tab=8 https://www.middlesex.mass.edu/tutoringservices/ https://www.middlesex.mass.edu/admissions/paying/ https://www.middlesex.mass.edu/academics/ http://catalog.middlesex.mass.edu/ https://www.middlesex.mass.edu/admissions/contact/default.aspx http://libguides.middlesex.mass.edu/library		Academic Catalog, Advising Schedule,
Total cost of education, including availability of financial aid and typical length of study		
including https://www.middlesex.mass.edu/financialaid or https://www.middlesex.mass.edu/netpricecalc/ or https://www.middlesex.mass.edu/studentaccounts/ Availability of Financial aid is at https://www.middlesex.mass.edu/financialaid/ or https://www.middlesex.mass.edu/financialaid/costs.aspx and other payment options such as grants, scholarships and payment plans and other payment options such as grants, scholarships and payment plans are at https://www.middlesex.mass.edu/financialassistance https://www.middlesex.mass.edu/admissions/paying/ https://www.middlesex.mass.edu/studentaccounts/ Click links for semester tuition and fees. On-line Catalog at http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1374		Academic Catalog advising schedule Financial Aid offices on both campuses Enrollment offices on both campuses Student Help Centers
Expected amount of student debt upon graduation		
https://www.middlesex.mass.edu/financialaid/aboutloans.aspx		
Statement about accreditation		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1387		Catalog

Information		Print Publications
Range of co-curricular and non-academic opportunities available to students		
https://www.middlesex.mass.edu/studentlife/ https://www.middlesex.mass.edu/careerservices/ http://catalog.middlesex.mass.edu/ http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1381		
Institutional learning and physical resources from which a student can reasonably be expected to benefit		
https://www.middlesex.mass.edu/transportation/ https://www.middlesex.mass.edu/admissions/campustours/cteventsaspx https://www.middlesex.mass.edu/studentlife/exploremcc.aspx https://www.middlesex.mass.edu/studentlife/campusservices/ https://www.middlesex.mass.edu/Facilities/ https://www.middlesex.mass.edu/about/bedford.aspx https://www.middlesex.mass.edu/about/lowell.aspx		
Institutional goals for students' education		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377#Academic_Standing_Policy_ http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377#Fresh_Start		Academic Catalog, Semester Schedules, Your Journey Begins at Middlesex pamphlet
Success of students in achieving institutional goals including rates of retention and		
http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377#Student_Completion_Rates https://www.middlesex.mass.edu/strategicplanning/downloads/fbweb1213.pdf https://flipflashpages.uniflip.com/2/33586/326485/pub/		Academic Catalog, MCC Fact Book, Semester Schedules

Integrity

Standard 11.0

MIDDLESEX Community College
BEDFORD · LOWELL

STANDARD 11 – INTEGRITY

Description

Middlesex Community College's dedication to setting and achieving high ethical standards is evidenced by its inclusive campus climate, the collaborative spirit of its faculty and staff, and its reputation as a trusted community partner. The college conducts its operations with truthfulness, clarity and fairness and fully complies with standards of integrity set by the New England Association of Schools and Colleges and the commonwealth of Massachusetts. Degrees and certificates are awarded in accordance with the authority granted by the Massachusetts Board of Higher Education. A Director of Compliance works with administrators to ensure the fulfillment of increasingly complex federal Title IV and IX regulations and public disclosure requirements.

Students, faculty, and staff are expected to adhere to, and uphold, clear institutional standards of academic honesty and behavior as set forth in the college Honor Code, the Middlesex Core Commitments, the Student Code of Conduct, the Student Grievance Procedure and the Computer and Network Usage Policy documented in the Academic Catalog and handbooks for students and faculty. These standards are disseminated on the web and in print, promoted in orientations for new employees and students, and provided further exposure through professional development and advising. The college provides opportunities to openly discuss issues related to integrity through the Faculty Staff Association, the Student Union Government Association, college-wide forums, technology-mediated discussions and the union Management Association Committee on Employee Relations (MACER).

The Massachusetts Community College Office of the General Counsel worked with Chief Academic Offices from across the system to prepare a Copyright and Intellectual Property Policy adopted in 2010. The policy is in compliance with related provisions of the Higher Education Opportunity Act of 2008. Middlesex expects its faculty and staff to adhere to both the spirit and letter of this policy and all of its provisions. Additionally, employees and members of the Board of Trustees are subject to Massachusetts State Ethics Commission policies and complete mandatory training. Administrators in decision-making roles are further required to document compliance with applicable state conflict of interest laws through the submission of annual financial disclosure statements.

College programs, student learning and employment outcomes, completion rates, costs and the accessibility of financial aid are accurately and honestly depicted in recruitment and promotional literature in fulfillment of Gainful Employment regulations. Admission counselors are accessible to meet with students prior to registration to discuss their goals, entering academic abilities, work and family responsibilities and create a realistic academic/financial plan.

Financial aid is awarded in compliance with federal and state regulations and institutional policies. The Financial Office has adopted the Massachusetts Board of Higher Education and the National Association of Financial Aid Administrators Statements of Ethical Principles and Codes of Conduct to ensure the highest ethical behavior and professional practices. Financial counseling, educational planning and debt repayment information is provided prior to the disbursement of loans.

The freedom to pursue and disseminate knowledge is endorsed by the college as an essential faculty and student right and guaranteed through Board of Higher Education-Massachusetts Community College Council collective bargaining agreements. The college's Institutional Review

Board ensures compliance with all required ethical standards related to human subjects in research conducted at the college.

The college's commitment to equity and inclusion as the foundation for student and institutional success is evidenced through its day-to-day activities. Middlesex works to build a campus environment that respects diverse values, ideas, cultures, and abilities through its Office for Diversity and Equity Affairs, Multicultural Center and initiatives led by students, faculty and staff from across the college. Student clubs and faculty/staff committees plan annual events to foster an inclusive campus environment, to promote the richness of our diverse experiences and to champion collaboration. As an affiliate member of the National Coalition Building Institute (NCBI) and a member of the Massachusetts NCBI since 2007, the college offers multiple, annual trainings focused on respect and the elimination of racism and other forms of discrimination.

Middlesex is in compliance with the current Massachusetts Community College Affirmative Action Plan implemented October 11, 2013, and promotes the fulfillment of the Statewide Affirmative Action Plan. Non-discrimination policies appear in handbooks, contracts, and advertisements and transcend recruitment, admissions, employment and promotion processes. The college is an Affirmative Action/Equal Opportunity employer with a hiring process focused on creating a workforce that reflects the diversity of our students. Students are admitted regardless of age, sex, race, color, national and ethnic origin, religion, sexual orientation, veteran or handicapped status. Through its policies on pluralism, sexual harassment and non-discrimination for persons with disabilities, the college strives to create a welcoming environment where all members of the college community can thrive academically and professionally.

Students, faculty and staff have access to grievance processes in the event that they believe their rights have been violated under their collective bargaining agreement; student code of conduct; and affirmative action, sexual harassment, pluralism or non-discrimination for persons with disabilities policies. Grievance policies and processes are widely accessible in collective bargaining agreements, the Non-Unit Management Agreement, the Academic Catalog and the Student Handbook in print and electronic formats.

The college safeguards the privacy of student academic and financial records and complies with all provisions of the Family Educational Rights and Privacy Act. Appropriate written policies and procedures are administered to ensure institutional compliance with federal, state, and local laws associated with the protection of Personally Identifiable Information, such as social security, bank, credit card, and state and federal identification names and numbers. Security is protected through the application of industry-standard policies, practices and technology.

Middlesex is responsible for all of its educational activities, including community-based learning opportunities for targeted populations and college-sponsored conferences, institutes and workshops. Some examples include The Lowell Middlesex Academy Charter School; The McHugh Alternative Middle School; career education and training provided at The Career Place in Woburn and Career Source in Cambridge and Chelsea; and Dual Enrollment courses provided at Lowell and Billerica Memorial high schools.

Middlesex Community College acts with honesty and integrity in its relationship with the Commission on Institutions of Higher Education. The college complies with all of the Commission's accreditation standards, integrity provisions, policies, requirements of affiliation and requests.

Appraisal

Middlesex maintains high ethical standards in its dealings with students, faculty, staff and its external constituencies. Clear ethical standards and policies to guide the actions of students and employees are widely disseminated in print, on the web and through orientations, professional development and academic advising. In the November 2013 Faculty/Staff and Student Survey, the following percentages of students and employees described the policies listed as easy to find online.

Faculty/Staff and Student Survey, November 2013

How easy is it to find the following information on the website?	Students	Faculty
Honor Code	86%	81%
Plagiarism Definition	93%	83%
Middlesex Community College Core Commitments	84%	80%
Student Code of Conduct	92%	80%
Grievance Procedures	83%	76%
Computer and Network Use Policy	87%	74%

All employees and Trustees are responsible for complying with Massachusetts State conflict of interest laws and Ethics Commission rules, regulations and training requirements. Trustees and administrators whose decisions have fiscal implications must also file annual financial disclosure statements with the State Ethics Commission under penalty of a personal fine. The results of state and federally mandated audits document the college's sound fiscal management, compliance with generally accepted accounting standards and practices; fulfillment of mandated public disclosure requirements and the implementation of effective systems of checks and balances.

The 2012 Personal Assessment of the College Environment survey data as compiled by the North Carolina State University National Institute for Leadership and Institutional Effectiveness documents a healthy organizational climate where clear policies guide employees' work; open communication and the free expression of ideas is encouraged and diversity is nurtured. Examples of related survey responses are detailed in the following chart.

National Initiative for Leadership and Institutional Effectiveness
2012 Personal Assessment of the College Environment Survey

Organizational Climate	MCC Score	National Norm
Extent to which institution wide policies guide my work.	3.94	3.58
Extent to which open and ethical communication is practiced at this institution.	3.69	3.31
Extent to which information is shared within the institution.	3.55	3.11
Extent to which I receive adequate information regarding important events at this institution.	4.04	3.61
Extent to which I have the opportunities to express my ideas in appropriate forums.	3.90	3.56
Extent to which there is an opportunity for all ideas to be expressed in my work team.	3.98	3.68
Extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs.	3.99	3.74
The extent to which this institution effectively promotes diversity in the workplace.	4.13	3.77
The extent to which student ethnic and cultural diversity are important at this institution.	4.42	3.94

Mean Score and Organizational Style Key:
1-1.99 Coercive; 1-2.99 Competitive; 3-3.99 Consultative; and 4 - 4.99 collaborative
A score of 1 indicates complete disagreement and a score of 5 indicates complete agreement. Lower scores signal a more coercive environment while higher scores evidence a collaborative climate.

In 2011, the Community College Survey of Student Engagement provided an opportunity for students to report on the degree to which the college culture effectively promotes diversity. Results affirmed college efforts and documented the need for additional work. Examples of subsequent efforts include a new Center for Leadership and Engagement and expanded opportunities for cross-cultural communication, collaboration, and engagement provided by the Multicultural Center.

Community College Survey of Student Engagement, 2011

Promoting Diversity	Survey Responses
How often the college encourages contact among students of different economic, social or ethnic backgrounds.	49% - Very Much/Quite a bit 33% - Some 18% - Rarely
How often the college provides opportunities for understanding people from other racial or ethnic backgrounds.	43% - Very Much/Quite a bit 33% - Some 23% - Rarely
How often the student had serious conversations with students of a difference race or ethnicity than their own.	47% - Very Often or Often 35% - Sometimes 18% - Rarely

The college's commitment to diversity is further evidenced through its disaggregation and analysis of student success data; college-wide data summits to discuss identified achievement gaps; successful new hiring practices that have increased the diversity of the full time faculty; active engagement with the National Coalition Building Institute; provision of diversity workshops; a Diversity World Speakers series, and student clubs targeted to veterans' and their families as well as diverse students as defined by race, ethnicity, gender and sexual orientation. The spring 2014 Professional Day was devoted to closing achievement gaps. Special focus is afforded to meeting the needs of returning veterans and their families.

The Director of Compliance position was established in 2013 to ensure that faculty and staff understand and continue to comply with a growing array of state, federal and accreditation policy, process and disclosure requirements. Disclosure statements on the college's website include, Student Completion Rates and Gainful Employment Information, Campus Security Report, Drug and Alcohol Policy, Sexual Harassment Policy, and the Sex Offender Report. The privacy of student records is carefully guarded in compliance with the Family Rights and Privacy Act and as required by personally identifiable information legislation and industry standards. In the November 2013 Student Survey, 435 out of 439 reported that the college protects the privacy of their student records.

Institutional Strengths	Institutional Challenges
• Middlesex Community College promotes high ethical standards, open communication, honesty and integrity among its Board of Trustees, executive leadership, students, faculty, staff, external partners and the general public. • The college's commitment to inclusive excellence is clearly evidenced in its diversity initiatives and affirmative action practices. • Middlesex is proactive in its approach to ensuring full institutional compliance with the letter and spirit of all accreditation, state and federal policies and regulations. To continue to meet numerous and increasingly complex compliance requirements, the college created and staffed a Director of Institutional Compliance position in 2013. The Director tracks the fulfillment of a wide array of accreditation, federal and state requirements.	• As the college fully integrates the new Director of Institutional Compliance into its organizational structure, it must continue to widely disseminate up-to-date integrity, compliance and grievance requirements, responsibilities, policies and procedures. The college must remain committed to providing training and professional development as necessary to ensure continued institutional compliance.

Projections

In order to continue to promote an institutional culture of compliance, annual professional development opportunities and ongoing training for all employees will continue in order to disseminate up-to-date requirements, responsibilities, policies and procedures to the college community. The Director of Compliance and the Professional Development staff will collaborate to develop a specific track of workshops focused on compliance issues to be offered annually, beginning in academic year 2014-2015.

Institutional Effectiveness

The Community College Survey of Student Engagement and the Personal Assessment of the College Environment Survey designed by the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University are important instruments used to assess student, faculty and staff perceptions of institutional integrity. The results, supplemented with institutional accountability, survey, focus group, program review and assessment of student learning data and audit findings, are used to inform improvement strategies. Information gleaned from Faculty Staff Association and Student Union Government Association meetings, campus-wide summits and Forums, and the results of grievance hearings further inform efforts to maintain high levels of integrity at Middlesex Community College.

DATA FIRST FORMS – STANDARD 11

Standard 11: Integrity

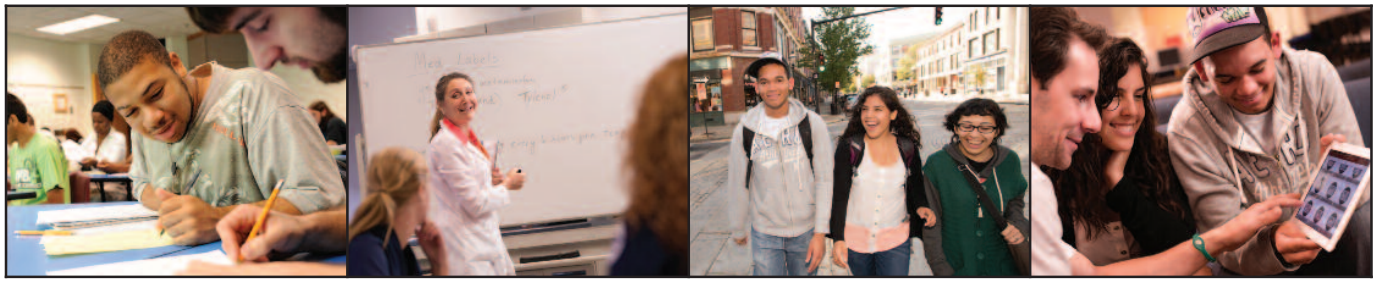
Policies	Last Updated	URL Where Policy is Posted	Responsible Office or
Academic honesty	04/08/2013	https://www.middlesex.mass.edu/deanofstudents/downloads/hcodeflyer.pdf	Student Affairs
Intellectual property rights	10/30/2013	https://www.middlesex.mass.edu/copyright/	Academic Affairs
Conflict of interest	05/10/2013	https://www.middlesex.mass.edu/humanresources/downloads/ethsumm2013.pdf	Human Resources
Privacy rights	2013-2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1242#Privacy	Enrollment Management
Fairness for students	2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1249#Pluralism__Affirmative_Action__Sexual_Harassment	Student Affairs
Fairness for faculty	11/30/2013	https://www.middlesex.mass.edu/diversityandequityaffairs/aao.aspx	Human Resources
Fairness for staff	11/30/2013	https://www.middlesex.mass.edu/diversityandequityaffairs/aao.aspx	Human Resources
Academic freedom	2013-2014	https://www.middlesex.mass.edu/humanresources/downloads/mccc2015.pdf	Student Affairs
Non-discrimination policies			
Recruitment and admissions	2014	http://catalog.middlesex.mass.edu/content.php?catoid=13&navoid=834#Pluralism__Affirmative_Action__Sexual_Harassment	Admissions
Employment	08/05/2012	https://www.middlesex.mass.edu/employmentatmcc/about.aspx	Human Resources
Evaluation	02/28/2014	https://www.middlesex.mass.edu/humanresources/mngempgrps.aspx	Human Resources
Disciplinary action	02/28/2014	https://www.middlesex.mass.edu/humanresources/mngempgrps.aspx	Human Resources
Advancement	01/07/2014	https://www.middlesex.mass.edu/ProfessionalDevelopment/	Professional Development

Resolution of grievances	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Students	2014	https://www.middlesex.mass.edu/deanofstudents/downloads/grieve2013.pdf	Student Affairs
Faculty	07/2013-06/2015	https://www.middlesex.mass.edu/humanresources/downloads/mccc2015.pdf	Human Resources
Staff	07/2011-06/2014	https://www.middlesex.mass.edu/humanresources/downloads/afscme2012.pdf	Human Resources
Other			
College Honor Code	04/08/2013	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1216	Student Affairs
Core Commitments	2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1216	Executive Leadership
Student Code of Conduct	2013-2014	https://www.middlesex.mass.edu/deanofstudents/studhand2.aspx	Student Affairs
Computer and Network Usage Policy	2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1249#Computer__Network_Usage_Policy	Technology Center
Academic Catalog	2014	http://catalog.middlesex.mass.edu/	Enrollment Management
Student Handbook	03/07/2014	https://www.middlesex.mass.edu/deanofstudents/studhand2.aspx	Student Affairs
Faculty Handbook	10/07/2013	https://www.middlesex.mass.edu/professionaldevelopment/fachandbk.aspx	Human Resources
Faculty Staff Association	2014	https://teamsites.middlesex.mass.edu/fsa/default.aspx	Faculty Staff Association
Government Association	02/06/2014	https://www.middlesex.mass.edu/studentactivities/sugamain.aspx	Student Affairs
Management Association Committee	07/2013-06/2015	https://www.middlesex.mass.edu/humanresources/downloads/mccc2015.pdf	Human Resources
Higher Education Opportunity Act of 2008	06/25/2010	http://www2.ed.gov/HEOA	External Link
Massachusetts State Ethics Commission Policy	03/05/2013	https://www.middlesex.mass.edu/humanresources/camplaws.aspx	Human Resources
Gainful Employment Regulations	2014	http://catalog.middlesex.mass.edu/preview_program.php?catoid=16&poid=1885&returnto=1372	Enrollment Management-by certificate program
Academic Advising	03/24/2014	https://www.middlesex.mass.edu/advising/	Advising
National Association of Financial Aid	08/05/2012	https://www.middlesex.mass.edu/financialaid/conduct.aspx	Financial Aid

Other	Last Updated	URL Where Policy is Posted	Responsible Office or
Massachusetts Community College Council	07/2013-06/2015	https://www.middlesex.mass.edu/humanresources/downloads/mccc2015.pdf	Human Resources
Institutional Review Board	02/24/2014	https://www.middlesex.mass.edu/IRB/	Academic Affairs
Office for Diversity and Equity Affairs	03/01/2013	https://www.middlesex.mass.edu/diversityandequityaffairs/	Human Resources
Affirmative Action Office	11/30/2013	https://www.middlesex.mass.edu/diversityandequityaffairs/aao.aspx	Human Resources
Massachusetts Department of Higher Education Affirmative	2014	http://www.mass.edu/foremployees/affirmativeactionpolicies/affirmativeaction.asp	External Link
Non-Unit Management Handbook	07/2012	https://www.middlesex.mass.edu/humanresources/nuphand12.pdf	Human Resources
AFSCME CBA	07/2011-06/2014-Under renegoiation	https://www.middlesex.mass.edu/humanresources/downloads/afscme2012.pdf	Human Resources
DCE CBA	06/2009-05/2012	https://www.middlesex.mass.edu/humanresources/downloads/dcecba0912.pdf	Human Resources
Family Educational Rights and Privacy Act	08/05/2012	https://www.middlesex.mass.edu/financialaid/ferpa.aspx	Registrar / Financial Aid
Family Educational Rights and Privacy Act	12/15/2010	https://www.middlesex.mass.edu/humanresources/downloads/ferpatrain.pdf	Human Resources
Personally Identifiable Information	08/05/2012	https://www.middlesex.mass.edu/datasecurity/piipol.aspx	Data Security Committee
Professional Development	01/07/2014	https://www.middlesex.mass.edu/ProfessionalDevelopment/	Department of Professional Development
Personal Assessment of the College Environment	March 2012	https://www.middlesex.mass.edu/strategicplanning/downloads/pace2012.pdf	Department of Assessment
Community College Survey of Student Engagement	2011	https://www.middlesex.mass.edu/strategicplanning/downloads/ccsseecomp.pdf	Department of Assessment
Program Review	12/03/2013	https://www.middlesex.mass.edu/programreview/	Department of Assessment
Professional Day (Spring 2014)	03/28/2014	https://www.middlesex.mass.edu/professionaldevelopment/profday/default.aspx	Department of Professional Development
Director of Compliance	2012	https://www.middlesex.mass.edu/disclosurestatements/downloads/safety12.pdf	Department of Compliance
Student Completion Rate	6/30/2014	https://www.middlesex.mass.edu/disclosurestatements/	Enrollment Management

Other	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Campus Security Report	10/24/2013	https://www.middlesex.mass.edu/disclosurestatements/campsecrpt.aspx	Department of Compliance
Drug and Alcohol Policy	10/30/2013	https://www.middlesex.mass.edu/disclosurestatements/drugpolicy.aspx	Department of Compliance
Sexual Harassment Policy	03/11/2014	https://www.middlesex.mass.edu/disclosurestatements/sexharasspo.aspx	Department of Compliance
Sex Offender Procedure	09/03/2013	https://www.middlesex.mass.edu/disclosurestatements/procedures.aspx	Department of Compliance
Pluralism, Affirmative Action, Sexual Harassment	2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1249#Pluralism__Affirmative_Action__Sexual_Harassment	Human Resources

Other	Last Updated	URL Where Policy is Posted	Responsible Office or
Campus Security Report	10/24/2013	https://www.middlesex.mass.edu/disclosurestatements/campsecrpt.aspx	Department of Compliance
Drug and Alcohol Policy	10/30/2013	https://www.middlesex.mass.edu/disclosurestatements/drugpolicy.aspx	Department of Compliance
Sexual Harassment Policy	03/11/2014	https://www.middlesex.mass.edu/disclosurestatements/sexharasspo.aspx	Department of Compliance
Sex Offender Procedure	09/03/2013	https://www.middlesex.mass.edu/disclosurestatements/procedures.aspx	Department of Compliance
Pluralism, Affirmative Action, Sexual Harassment	2014	http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1249#Pluralism__Affirmative_Action__Sexual_Harassment	Human Resources



Appendix

MIDDLESEX Community College
BEDFORD · LOWELL

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1377#Credit_Hour_Policy
Print Publications	College Catalog
Self-study Page Reference	pp 45-47; pp 53-55; p 60

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://catalog.middlesex.mass.edu/content.php?catoid=16&navoid=1376
Print Publications	College Catalog
Self-study Page Reference	p 44; p 49; pp 53-53; pp 55-58; pp 63-64

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	https://www.middlesex.mass.edu/deanofstudents/downloads/grieve2013.pdf
Print Publications	College Catalog
Self-study Page Reference	p 150; p 157

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Unique user name and password
Self-study Page Reference	p 35; p 38; p 45; p 61

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	https://teamsites.middlesex.mass.edu/pressreleases/Announcements/DispForm.aspx?ID=1244
Print Publications	Lowell Sun (local newspaper)
Self-study Reference	p 2

The undersigned affirms that Middlesex Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Carole A. Cowan Date: 8/27/14

MIDDLESEX COMMUNITY COLLEGE, 2014

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	On the MCC website: https://www.middlesex.mass.edu/strategicplanning/islo.aspx In the MCC Catalog: http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1215	Student demonstrations of learning (artifacts as well as behaviors) have been collected and assessed annually since 2007. See website for assessment tools and results: https://www.middlesex.mass.edu/strategicplanning/islo.aspx This assessment work has indicated clear trends in some cases (see assessment of writing in 2010), but could not be considered completely valid because sample selection was self-selecting (voluntary). In 2014-15, we will put in place an assessment process to determine student development of ISLOs within General Education courses, which will provide us with the opportunity to benchmark ISLO development within Gen Ed. When combined with ISLO assessment within Freshman Seminars	Beginning in 2014-15, ISLO assessment will be conducted by an assessment committee, to be formed under the oversight of the General Education Committee. Students will be included on these assessment committees, as they have been included in our assessment work since 2010. We have been using AAC&U's VALUE rubrics as resources and/or primary assessment tools since 2011. Beginning in 2014-15, MCC will adopt the use of VALUE rubrics where possible and deemed useful as our primary	As a result of our assessment of Written Communication in 2007, we implemented a "Writing Coach" professional development program that provided writing consultation to faculty teaching outside the English department. Those partnerships benefitted the Writing Coaches as well as the faculty with whom they consulted outside of the English Dept. Not only were Science faculty learning about ways in which they could increase students' accountability for good writing in their discipline, and improve their writing assignments, but English faculty teaching Composition courses were learning more about the kinds of writing that are required after students complete their Composition sequence, and began to incorporate more expository writing into their writing courses. As a result of our assessment of Written Communication over time to determine "value added" of the MCC writing sequence and capstone level work in the majors, it became clear to the college community that "one course does not a writer make", leading to our General Education reform work which has resulted in the intentional integration	

			and at the capstone level within programs, preferably embedded within student eportfolios, we will have clear indicators of the value-added of the MCC curricular and co-curricular experiences towards student development of these essential learning outcomes.	assessment tools for ISLO assessment.	and assessment of student development of the ISLOs in all General Education courses. As a result of our very "messy" efforts to assess Personal and Professional Development in 2008, and our General Education reform work, we are implementing the use of student eportfolios as a means for students to capture and reflect upon their academic, personal and professional development over time. These eportfolios will provide us qualitative as well as quantitative assessment data, and will allow us to look at student development longitudinally.	
For general education:	Yes (our General Education student learning outcomes are our institutional student learning outcomes – ISLOs)	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)** Beginning in 2014-15, our assessment of General Education will be considered a component but not the totality of our Institutional level ISLO assessment.
ACADEMIC PROGRAMS						
Accounting	Yes	Catalog/Student Handbook Website www.middlesex.mass.edu	ISLO/PSLO	Business/Faculty	Program Review in process, will consider recommendations	1999 Currently in process
Alcohol/Substance Abuse Counseling Program	**Yes**	In Admissions Packet and in MCC Catalog URL: http://catalog.middlesex.mass.edu/preview_program.ph	Required 300 hour fieldwork course (Supervised Field Placement I and II) requires portfolio/journals/assignme	Faculty member in the Fieldwork courses and the AACC Program coordinator	Changes in the Placement site opportunities: Program review in 2/2011 identified the need for additional placement sites for fieldwork and that has been	2011

		p?poid=1754&catiod=15	nts which confirm completion of learning outcomes. A state licensing exam for the CADAC certification and LADC license from DPH.		accomplished in the past 2 years. Rational was that diversity in placements with a broader geographic area would increase student choices and possible employment opportunities. Also an increased emphasis in the curriculum on current treatment modalities for clients with substance abuse and mental illnesses. This change was recommended by the AACC Advisory Board due to changes in patient profiles and treatment needs	
Automotive Tech	Yes	MCC Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1755&returnto=1237	Automotive Service Excellence (ASE) Exam pass rates gpa	Advisory Board Program faculty	Annual meetings between recruiting and advising staff initiated, taking place at the regional high school providing the technical training. This change addressed the communication issues that had arisen between the technical service training provider and the degree-granting institution.	2004
BioTechnology	Yes	MCC Catalog http://catalog.middlesex.mass.edu/ Science Program Review: https://www.middlesex.mass.edu/programreview/downloads/sci08.pdf	Faculty assess student work by: • Technical skills observation • Lab reports • Exams • Homework • Ability to follow SOP • Placement in BioTech industry • Transfer to 4-year colleges/universities • Initiative to register for honors options	Faculty assess student work each semester: • Lab reports • Exams • Teamwork • Ethical/Professional behavior • Placement in industry • Transfer to 4-year institutions • Poster presentations	Program enrollment continues to increase, leading to program expansion in terms of both numbers of sections of each course offered in a semester, number of semesters in which each course is offered annually, and range of campuses offering program courses. Articulation agreement finalized with UMass Lowell – Clinical Science Dept., where they will now accept ALL credits from MCC's BioTech program (total of 66 credits) towards their bachelor's degree.	2007
Business Transfer	Yes	• Catalog http://catalog.middlesex.mass.edu/ • Student Handbook • Program Review	Annual Reviewing of ISLO/PSLO Internship	Business faculty annually	Consolidate Precalc I & II into one course and added statistics as a requirement. Offered an accelerated hybrid course to meet the needs of PT workers who wish to obtain their AS.	1998 Currently in process

CAD Technology	Yes	Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1766&returnto=1237	CAD 228 CAD Practicum Job Placement Advisory Board Review Graduate survey Career Services	Advisory Board CAD Faculty Annually	Course materials and syllabus are often modified to workforce requirements and expectations. Current program is being revamped per CAD Program review results and recommendations	2007 Currently in process
Communications	Yes	Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1765&returnto=1237	Successful completion of core courses (Mass Communications, Media Ethics and Issues, Introduction to Journalism, and Speech and successful completion of nine or more credits of 2nd tier production courses such as Journalism II (COM 201), TV Production II (COM 171) and/or specialized Communications course relevant to intended Communications specialty, such as Public Relations (COM 107); Magazine Feature Writing (COM 151); or Radio Production (COM 123)	Assessment of course instructor with oversight from Program Chair and input from Communications Program Advisory Board (which includes industry professionals and student alumni. Program chair or Assistant Dean (for full-time faculty) reviews course syllabi each semester and Program Advisory Board reviews program structure annually.	Based on most recent program review, requirements were changed to include Speech in the core requirements and to provide greater flexibility to students who will need to operate in a greater variety of communications environments beyond traditional print and broadcast media. Based on feedback from the Program Advisory Board, the program has been developing an online student newspaper that would provide students access to multi-media formats for reporting and public relations experiences.	2012
Computer Forensics	Yes	In the course catalog, and online: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1769&returnto=1237	Students take Certified Computer Examiner exam. (external certification)	N/A	N/A	New program; not yet been reviewed.
Computer Science Transfer	Yes	In the course catalog, and online: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1771&returnto=1237	Course prerequisites of C in the previous course; transfer rates to 4 year CS degree programs, including mid-program transfers (i.e. before graduation)	CS faculty, based upon articulation agreements	**Course prerequisites have been adjusted**	2008

Criminal Justice	Yes	• On CJ program website https://www.middlesex.mass.edu/criminaljustice/ • Academic Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1774&returnto=1237 • Recruitment Program sheets used by admissions	Assessment of PSLO and review of ISLO for the 2008 -2009 program review Assessment of quantitative literacy ISLO	Program faculty by a timeline set out in program review	**Increased number of writing assignments with appropriate and consistent expectations across program.** The Criminal Justice faculty assessed student writing within the program; analysis revealed that students are not proficient writers at the upper level courses. We determined that writing needed to be a more integral part of our program, providing students with more opportunities to develop this skill. We changed the following: • Through Title 3 strategies for success grant we strengthened writing in our Write for Law and Order and Law and order courses • Worked with English faculty writing coaches to improve our writing assignments and how we grade them • Added more writing assignments across the curriculum **Redesign of Courses:** A presentation by the Writing Coaches to program faculty helped us align realistic expectations regarding student's writing skills level with their concurrent writing placement. Also the assessment of our Career PSLO showed students needed to be more aware of career options. We made the following changes: • Added scaffolding research projects to both CRJ 100 and	2009

					111 • Developed with Career Services career projects for CRJ 100, 111, and 151. **Changes in prerequisites:** The Writing Coaches' presentation also caused us to add English prerequisites as appropriate to courses that required student mastery of certain research and writing skills. And the assessment of our PSLO of Application of the Law showed us that students needed more experience with critical thinking. We made following changes: *added completion of ENG 101 to Con Law and Interpersonal Comm * added a writing intensive to Crim Investigation * added prereq of CRJ 111 to Crim Law	
Dental Assisting	Yes	Yes College Catalog https://www.middlesex.mass.edu/dadepartment/competen.aspx DA Clinic Manual	Dental Assisting National Board exams Surveys: employer and graduate	The department coordinator and the faculty on an annual basis	• Curriculum changes include the following: Externship course will now take place during spring semester. In place of the previous fall semester Externship course, we have implemented a more comprehensive pre-clinical course to better prepare the students for their externship experience. • Admission criteria changes include the following: To better prepare them for the reality of the profession, beginning in FA 2015, students will watch a video on "a day in the life of a dental assistant" as part of their application process.	2012

Dental Hygiene	Yes	Yes College Catalog https://www.middlesex.mass.edu/dhdepartment/competen.aspx DH Department Student Handbook	Portfolio Projects Licensure Examinations • National Board Exam (NBDHE) • Regional Board Exam (NERB) • Jurisprudence Exam • Surveys including: employer, graduate exit, alumni, faculty	Annually by the department chair and faculty	Articulation Agreements: Advanced degrees in dental hygiene allow a greater range of employment settings to our graduates in a challenging job market. Due to graduates' indicated desire to seek advanced degrees in dental hygiene, the department has sought and achieved partnerships and articulation with advanced degree programs. Transition to E-Portfolio Based on annual survey data, our Portfolio program has converted into an E-Portfolio. This allows more flexibility and portability of information as well as more active use of student portfolios in their employment search process. Alumni Outreach The dental hygiene department views alumni relations as essential to the success of the department and college as a whole. Alumni hold the key to outcomes assessment, student and patient recruitment, career and networking opportunities for graduates, and monetary support. Over several years, outreach to alumni has included new initiatives including • Exhibitor table at Mass Dental Hygienist Association's annual session. • Dental Hygiene Alumni Facebook page. • An MCC Foundation Grant was awarded to the department to hold an alumni networking reception at our professional association, the American Dental Hygienists Association's Annual Conference in Boston.	2010

Dental Laboratory Technology	Yes	College Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1781&returnto=1237	• Licensure examination (Recognized Graduate – RG- Exam) • Employers and Graduates Surveys • Field Experience course	Annually by Program Coordinator and Faculty	Restructuring of course sequence, and redesign of DLT courses. This change was based on multiple factors: • The Self Study Report by the department and the report submitted by the site visitors to the Commission on Dental Accreditation in 2009 • The Program review that was completed in 2011. • The changes in the industry. • Review of peer programs and their best practices. • And consultations with the Advisory Board. All the above factors suggested the need to restructure the DLT Curriculum, to have our students be more successful in their course study as well as when they enter the workforce.	2011
Diagnostic Medical Sonography	Yes	Program Review College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1782&returnto=1237	• Licensure examination (**ARDMS Global Exam)** • Employers and Graduates Surveys • Clinical experiences	Program Coordinator and faculty on annual basis	**Intended changes to program based upon external accreditation recommendations:** • Change current Associate Degree to Associate in Applied Science Degree • Add vascular and breast sonography to current DMS curriculum.	2013
Education	Yes	Program Review Syllabi Department website: https://www.middlesex.mass.edu/academics/ NAEYC Blackboard Site https://blackboard.middlesex.mass.edu/webj	• Practicum Performance • NAEYC Rubrics • Capstone Course • Student Portfolios • Student Career Placement Transfer Feedback	Each semester Program instructors review results of application of skills rubrics on student products and performance.	**Revisions to improve assessment and assignment outcomes.** • Blackboard Key Assessments were made available for faculty to download to make sure that each faculty is using the same explicit assignment. • Revised Syllabi include learning outcomes and key assessments • Assignments are written in draft form. • The draft assignments are corrected and are given to the students for	2012 EC, ECT, ECE, EE

					revisions • Students must receive a C- for their final assignment or they have one opportunity to do the assignment over. • A revised Portfolio process was created for professional development.	
English	Yes	Program Review: https://www.middlesex.mass.edu/programreview/hrc.aspx	• Course level assessment within the English Writing sequence • Departmental assessment of student writing produced by students exiting each of the courses within the writing sequence • College-wide ISLO assessment	• Faculty at the course level • Department faculty at the department level • College-wide ISLO assessment teams	**Changes to the course description for Comp I to strengthen the research assignment** based upon ISLO assessment of Written Communication which revealed weaknesses in research writing done within the disciplines. **New approaches to developmental reading and writing** based upon national best practice and research and MCC students' low persistence rates when their initial English placement is at the developmental level. ALP and Reading Writing & Reasoning courses. Internal data indicate the efficacy of the ALP model. RWR is still in the pilot stage. **Increased Professional development for part-time faculty** in such areas as the research assignment, clickable rubrics, application of the common course expectations.	2008
English/Creative Writing	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1881&returnto=1237	Not yet developed This is a new program this year.	NA	NA	NA

English/Literature	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1881&returnto=1237	Not yet developed This is a new program this year.	NA	NA	NA
English Language Learner Department	Yes	College Catalog: http://catalog.middlesex.mass.edu/	At this time, program outcomes are only being assessment by means of GPA.	NA	• Flexible Studies Program Review stated that *"Flex Studies ELL courses will be aligned with classroom ELL courses."* Work is under way to align all the ELL courses across methodologies, campuses, day, evening, and weekend programs. • The FS Program review further stated that there is *"a need to design courses which enable students to accelerate and possibly skip levels in ELL"*. This design work is under way currently as two teams, comprising of both faculty members and Flexible Studies instructors, are developing 2 new courses that aim to better serve ELL students' needs, possibly enabling them to accelerate and reach their academic goals faster. *As a response to the ELL/WL Program 2007-2008 the following changes have been made.* • *"ELL Department and College Advising need to cooperate in advising new ELL students."* Advising and Testing Departments are currently working with the ELL Department on improving and redesigning the ELL advising/placement process. • *"Temporary loss of one full-time faculty line."* This position was filled	2008

					Fall 2011. • *"More coordination needed in Listening and Speaking courses between FTF and SPS. "* This is taking place currently and, as a result, a faculty member teaches a Flexible Studies Listening and Speaking course	
Entrepreneurship	Yes	• Catalog (http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1793&returnto=1237) • Student handbook	ISLOs Project Based	Business Faculty	Needs assessment and best practice study completed during Summer of 2013 in preparation for program redesign	N/A, new program
Fashion Merchandising	Yes	• Catalog (http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1795&returnto=1237) •	ISLOs and PSLOs	Program Coordinator	None yet. With a change in program leadership, this program is slated to undergo program review in 2014-15	2001
Fire Protection sand Safety Technology	Yes	Academic catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1801&returnto=1237	Currently, assessments are conducted in individual courses. As part of the revised program review process, in 2014 this program will conduct its first program-level assessment work.	Currently, professors in each course	None yet. With a change in program leadership, this program is slated to undergo program review in 2014-15	2002
Graphic Design	Yes	Catalog http://catalog.middlesex.mass.edu/	-Portfolio Presentations -Juried Student Show -Annual Review of PSLOs/ISLOs	Annually by Art and Design Faculty	**Changes in Assignments and Additional Course Requirement** GD Portfolio Presentation Reviews by GD Advisory Board, alumni, and faculty indicated a need for further proficiency in presentation skills, typography, and web design. Based on written responses on individual students' presentations and follow up survey in December 2011, the following changes were made in Fall 2012: -More typographic assignments were	2006

					incorporated in all levels of Graphic Design -A required Web Design course was added to the program -Graduating students are required to create a portfolio website in addition to their portfolio of professionally printed pieces. **<u>Additional Data Collection</u>** Due to the difficulty of acquiring voluntary data from student exit surveys through Institutional Research during program reviews, the GD program has been proactive about creating connections with graduating students and has been keeping departmental records. Keeping track of students' transfer and jobs has helped to create active alumni, who present their work in classes and attend portfolio reviews. Our active alumni have also helped students find internships and jobs.	
Hospitality Management	Yes	• Catalog http://catalog.middlesex.mass.edu/	Event certification BUS 214 Co-op Field Experience	Program Coordinator	• **<u>Institution of E Portfolio Fall 2012</u>** Based on national evidence that this is a high impact practice, allows students to showcase their program work and review their development within program. • **<u>Service Learning Program</u>** Another nationally recognized high impact practice that helps our students develop competency with one of our Institutional Student Learning Outcomes • **<u>New co-operative learning placements in the hospitality industry</u>** created to diversify opportunities for students as a result of feedback from students and members of the	2009

					Advisory Board. • **New course, BUS 153 Intro to Hospitality, added in Fall 2012 to address the changing climate in the Hospitality industry.** As a result of a curriculum review of other programs and discussions within the department • **Advisory Board membership upated** As part of the program's annual review of Advisory Board membership, the number and make-up of members was reviewed and updated by the Program Director to better reflect current hospitality employment climate and to include students and alumni • **Revision of Advisory Board role** Following discussions with the Advisory Board, a need for increased involvement w/ members revealed. • **Use of ProSim Restaurant Simulation software** As part of the review of new trends, the program director budgeted for and introduced this product into Hospitality Program. • **CVent certifications added to program** result of employer feedback	
Human Services		MCC Catalog http://catalog.middlesex.mass.edu/preview-program.php?poid=1810&catiod=15	Capstone course (Supervised Field Placement) requires portfolio/journals/assignments which incorporate learning outcomes	Currently, faculty member for that particular course. However, as part of our currently ongoing program review, we have identified the need	• **Service Learning requirement added for entering Human Services majors** To provide HS majors increased experience outside the classroom to use, reflect upon and receive feedback to their use of multiple skills standards in practice, based upon their portfolio entries that	2014

				for collaboration among our program faculty for all program-level outcomes assessment work. We have identified a program outcome that will be assessed collaboratively in 2016.	primarily identified these standards in isolation. • **Conduct exit interviews and increase outreach efforts with students who leave HS Career track (as opposed to Transfer) program to better understand attrition issues** High rate of attrition in Career program. • **Integrate more career exploration curriculum earlier in program** To ensure that students are aware of the career market for Associate-degree majors. • **Consider elimination of HS Career program, maintaining Transfer program only, based upon institutional data and student input.** High rate of attrition in Career program.	
Information Technology	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1812&returnto=1237	Annual review of PSLOs/ISLOs	Program Coordinator and faculty	**Primary program improvements are curriculum-based, ensuring currency of program. They include:** • Update course curriculum to Incorporate more server, wireless and virtual computing concepts. • Discontinue Web Development option • Merge IT and CSNT programs/curriculum to model career options	2013
Liberal Arts and Sciences	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1815&returnto=1237	Student achievement of ISLO competencies	Dean of Foundational Studies, First Year Experience and General Education with LAS Assistant Deans, Program Chairs and faculty	Liberal Arts and Science Academic Deans meet regularly to discuss overlapping programs and curricula as well as LAS student success data. These meetings are in addition to ongoing Academic Council (Deans) meetings. A Liberal Arts and Sciences Weekend is held annually; students may participate	1999

					in weekend for credit. The "dean cohort" formation and the LAS Weekend both contribute to an enhanced sense of identity for the LAS degree program.	
Liberal Studies	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1816&returnto=1237	Student achievement of ISLO competencies	Dean of Foundational Studies, First Year Experience and General Education with LAS Assistant Deans, Program Chairs and faculty	MCC Open House presentations now market the Liberal Studies degree as an opportunity for students to create a flexible degree program for themselves that allows for exploration and pursuit of individual interests. As part of the 2002 Program Review, Liberal Studies was found to lack a marketing focus that would attract students interested in exploring individual interests.	2002
Mathematics	Yes	In the program review and on the department website https://www.middlesex.mass.edu/math/	As these are individual courses, not a program, outcome achievement is determined by final grades, exams and projects.	The department as a whole discusses the various data and makes determinations as to changes.	**Precalculus sequence:** The precalculus courses have been changed for both the Business and the STEM programs. Each group takes a single specialized Precalculus along with a second semester of more appropriate material. Business students take MAT 177, Statistics and STEM students take a course in Trigonometry. **Ramp-Up:** In order improve the completion rate in the developmental sequence, a new program was designed. All developmental material has been combined into a 12 module sequence. Students begin at either Module 1 (arithmetic) or Module 5 (basic algebra) and move through the material as quickly as they can. They have the potential to complete the equivalent of what was a 3 course sequence in one or two semesters. This allows them to reach a college level course more quickly.	2009

Medical Assisting	Yes	• Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1819&returnto=1237	• Licensure examination • Annual Review of PSLOs/ISLOs	Annually by accreditation organization, advisory board, department chair and faculty	In January 2012 a review for the Medical Assisting licensure examination was implemented to better ensure students are well prepared to take the national exam after examining our pass rate scores (50%, below the 70% required by program's accrediting agency). Pass rates have begun to climb since this review was implemented. In September 2013 the program added a course in Electronic Medical Records to better prepare students for the healthcare job market. We added this course as a result of federal legislation mandating that patients have an electronic health record for continuity of care. In March 2014 an evening option for the Medical Assisting program will be offered. The evening program will open the doors for all those students who can't complete the program during the day. This option was added in response to the changing job market in which Medical Assisting has become one of the fastest-growing careers in the nation, according to the U.S. Bureau of Labor Statistics. Discussions with our local career centers indicated high numbers of local position vacancies.	2007
Music	Yes	Fine & Performing Arts Concentration– Music Option, A.A. http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1800&returnto=1237 Performing Arts Concentration-Music Option, AA	Student performances d juries; acceptance into university music programs, which require passing a performance audition and a written music theory exam	MCC music faculty evaluate the student performances each semester; the university jury determines who passes the entrance auditions and theory exams	**Establishment of the Fine & Performing Arts and Performing Arts Music Options** Due to the increasing number of students wishing to concentrate in Music and to transfer to four year music programs; These were established after the 2003-04 Performing Arts Program review. **Establishment of Music as a separate department** The Music area grew enormously after 2003, both in the number of students	2004 Performing Arts Program review. At that time Music was part of Performing Arts. Now it is a separate department.

		http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1832&returnto=1237			and the variety of courses. It is also easier to articulate agreements with university 4 year programs as a separate department. Approved by the provost in 2007. **Institution of the Independent Studies in Piano, Guitar, Voice, Percussion, Violin, Viola** In order to prepare students for the entrance performance auditions now required by most universities for any music major (even sound recording and music engineering) https://www.middlesex.mass.edu/music/independent.aspx	
Nursing	Yes	• Catalog • Nursing Student Handbook http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1824&returnto=1237	• Licensure examination • Annual Review of PSLOs/ISLOs	Annually by nursing faculty	**Changes in admission criteria:** In June 2010 a nursing faculty task force examined admission criteria to determine what changes should be made to better ensure qualified and prepared applicants to the program. The task force reviewed admission criteria at other Massachusetts Community Colleges, and results from the TEAS (Test of Essential Academic Skills) taken by the students starting the program. Based on this review, the following admission criteria changes were made to address applicant's academic preparation and commitment to the program. • Successful completion of the TEAS, meeting the benchmark requirement set by the Nursing Program (overall cut score of 58.7 – "Proficient") • Mandatory Attendance at a Nursing Program Information Session **Institution of Portfolio:** In 2011, during PSLO assessment of personal and professional development, faculty noted that students were provided sufficient opportunities and	2009

					experiences throughout their nursing education for personal and professional development, but that students did not always clearly identify their own development. Several changes were made, including the institution of a portfolio process that guides students to include work generated by program projects/activities. In Spring 2013 an ePortfolio was piloted, which is being expanded in Fall 2013. **Changes in assignments to make expectations more explicit:** In May 2013, faculty assessed the Communication PSLO by evaluating selected artifacts. It was determined that although the students demonstrated proficiency in oral communication, their written communication was less than proficient. Based on this review and discussion, the following changes will be made for Fall 2013. • Emphasize using proper writing skills in all written communication, not just in English courses. • Provide clear guidelines with samples of work to assist students in understanding the assignment expectations. • Hold students accountable for spelling, grammar and formatting in all of their written communications. • Students will utilize a tool such as *Safe Assign* or *Turnitin* to review their work before final submission. • Resources such as *A Writer's Reference* by D. Hacker available for faculty to utilize as needed.	

Paralegal Studies	Yes	• College Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1830&hl=paralegal&returnto=search	• PSLOs/ISLOs	Paralegal Faculty	Program Review planned for AY 2014-2015.	2001
Performing Arts	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?poid=1799&catiod=15	- Performance evaluation - Course level assessment of writing, journaling and critical analysis	- Faculty at course level - Department faculty at department level	-Adjustment in course offerings and program sequence	2004 Currently in process
Psychology Concentration (LAS)	Yes	http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1837&returnto=1237	As a result of our current program review, we have begun a process of fulltime faculty members assessing student artifacts representing student achievement of one or more of our Program SLOs. Although we do not have a formal capstone course, we have recently increased the math requirements for PSY 138 (Research Methods) to a level that will ensure that students complete this course near the end of their time in the program. As such, this course can serve as a "benchmark" course and success in this course would be an indicator of student competency in four out of seven program student learning outcomes. Success in the other three outcomes is best indicated by student success in other second-tier courses.	This evidence is interpreted by full-time faculty annually as an element of a curriculum enhancement project.	• **Provide increased opportunities for students taking Psychology courses to use and receive feedback on their use of APA format.** Level of professionalism of student writing needs increased focus, in alignment with ongoing institutional assessment of effective written communication skills within and across disciplines. • **Increase program alignment with APA standards and transfer institutions' student learning outcomes expectations.** A result of collaborative curriculum development work with Psychology faculty at primary transfer institution, UML. • **Increase math prerequisite for Research Methods course to Statistics.** Also a result of collaborative curriculum development work with Psychology faculty at primary transfer institution, UML. Psychology Bachelor degree programs require a second Research course with heavy statistical component. Making Statistics a pre-	2014

					req of Research Methods I allows MCC instructors of that course to provide students with a stronger statistical foundation that will better prepare them to be successful after transfer.	
Radiologic Technology	Yes	Catalog Rad Tech Student handbook Rad Tech web site https://www.middlesex.mass.edu/RadiologicTechnology/	Certification examination Bi annual review of ISLO's	Advisory board, Assessment committee, and program faculty	**Strengthened Student Development of Quantitative Literacy skills**. In spring 2012, the students did not meet the benchmark for QL, generated changes in curriculum that provided increased opportunity for students to develop these skills. **Changes to improve annual program retention rate, including increased opportunities for students to practice applying course content in advance of their work in clinical settings, and changes to our advising process.** In academic year 13, the program retention benchmark was not reached. Additionally, The advisory board has critiqued the admission requirements and offed input on how we can make changes to improve retention. **Strategies to improve certification exam 1st time pass rate, based upon national best practice have been implemented** Scores in physics and the quality control continue be our lowest scores on our certification exam .	2008
Reading	Yes	On individual syllabi; Catalog http://catalog.middlesex.mass.edu/reading https://www.middlesex.mass.edu/programreview/hrc.aspx		Program faculty	**To improve retention rates** -In spring and summer 2012, we examined data and evidence from other institutions across the country to improve college retention rates in developmental courses. We developed a minigrant which accelerated the path to college level courses. These new pilot courses collapse our current developmental reading program and combine reading and writing courses into	2012

					a new, contextualized 6 credit one semester course. **<u>To improve college textbook reading comprehension</u>** -Many students at MCC have difficulty with reading comprehension, particularly with college level textbooks. The Reading Apprenticeship Program developed by West Ed. offers successful techniques to educators to improve reading proficiency. We have expanded our Reading Apprenticeship Program to promote the use of these successful techniques in reading and writing in content area courses. MCC reading faculty has run training sessions for college and high school educators.	
Science	Yes	1) MCC catalog 2) Science Program Review https://www.middlesex.mass.edu/programreview/downloads/sci08.pdf	Faculty assess student work through lab reports, homework assignments, graphing exercises and exams. Additionally, some students are enrolled in the second course of a two part course sequence (i.e. A&P I and A&P II). Enrollment in the second sequence course indicates that the student successfully completed the first course with a "C" or better.	Faculty assess student work through lab reports, homework assignments, graphic exercises and exams. As a department, we do not have a formal method of interpreting the evidence. Instructors within the same course often have conversations regarding specific topics for a particular course. Full-time faculty serve as unofficial mentors to new adjuncts when asked. If a situation arises that needs	**<u>Restructuring of the Introduction to Biology course</u>** Based upon Title III grant guidelines for increased student success in gateway courses. **<u>Offering STEM research courses</u>** The Dept. feels that research is an important part of science education and we needed more opportunities for all students, not just those who get REU's. MCC STEM research courses give students an exposure to research which may be a much desired skill for employment opportunities and transfer to BS programs. Additionally, students continuing on to MS and PhD programs at other colleges/universities will be performing research projects as a major part of their degree requirements. P**<u>rerequisite changes in several courses</u>** Prior to the changes students were having difficulty comprehending textbook reading, grasping mathematical concepts in science courses, and were	2007

				further discussion, then the topic is discussed at department meetings.	weak in basic concepts necessary for higher level courses. Prerequisite changes were implemented to ensure student preparedness for courses. **Offering more on-line and hybrid courses** The Dept. felt there was a need for on-line courses so that students have more options to take courses that fit their schedules. Many science courses are prerequisites to enter Health Career programs. Students often cannot access the campus due to employment or family obligations, and scheduling science courses is difficult because the majority of courses have a 2 or 3 hour lab component once a week in addition to the lecture class. Web based courses alleviates the scheduling conflicts and gives students greater access to these courses. **New course offering - Introduction to Geology** ENV 141 was created in part as a course that would have good transfer capabilities to other 4 year colleges. Additionally, the course was categorized under ENV to avoid misinterpreting this course as a Geography course (which it is not). **Changes for Life Science Transfer concentration** due to revised articulation agreement with UML. **Change in Computer Science requirement for Life Science and Physical Science concentration majors.** Students in these concentration majors will be able to understand how computer program will be written. The rationale is that today's students should have	

					programming skills especially if they go into bioinformatics, so we now offer computer science courses which teach programming as an additional option that counts towards their degrees.	
Studio Art	Yes	Catalog http://catalog.middlesex.mass.edu/	-Portfolio Reviews -Juried Student Show -Annual Review of PSLOs/ISLOs	Annually by Art faculty	**More opportunities for Personal and Professional Development** The institution of a juried student show in May 2011 has helped develop personal and professional skills. Students fill out a prospectus, mat and mount work for display, and submit pieces that are judged by a panel of art faculty. Exhibiting students and their friends and family attend an opening reception and awards ceremony. **Transfer Portfolio Workshops** After reviewing student surveys in 2010 that indicated students' limited knowledge of the portfolio requirements for transfer to a four-year art college, faculty developed a festive workshop (including pizza) to inform students of the process. Successful students transfer students presented their portfolios and a CD with key information was given to each participant. **Upgrading Art Advising** All art students are assigned an art advisor, who helps them to become aware of career directions and guide them in the transfer process throughout the program.	2008
World Languages	Yes	College Catalog: http://catalog.middlesex.mass.edu/	At this time program outcomes are not being assessed other than GPA	NA	The 2010 Flexible Studies Program review stated that there was *"A pressing need for guidance, coordination, and curricular support for program consistency in World Languages Program."* To respond to the need: a Flexible Studies World Languages/ELL Coordinator position was created and filled.	2008

					In response to the ELL/WL Program 2007-2008 the following changes have been made: • *"Educate students about majoring or minoring in a world language."* o World Languages Option created with in depth advising materials on the college website. o WL/ELL Chair is currently advising all the WL students • *"Explore the issue of false beginners. Placement test needed."* o This problem continues to be discussed in World Languages meetings. • *"Meet periodically to share experiences and ideas with each other."* o World Languages meetings are held regularly.	

Institutions selecting E1a should also include E1b.

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
CJ (Criminal Justice) **BHE- Quinn Bill**	2011	none		TBD
DH Commission on Dental Accreditation	December 2009	Full Accreditation (7 years)	• Program completion rates • Employment rates • Success of graduates on state licensing examinations • Success of graduates on national board exams • Surveys of alumni, students, employers, and clinical sites • Program goals and outcomes • Evidence of improvement as a result of assessment • Ongoing documentation of change implementation	Fall 2016
DLT (Dental Laboratory Technology) Accredited by the Commission On Dental Accreditation (CODA) of the American Dental Association (ADA)	February 11, 2011	The Commission determined that the recommendations cited in the August 2010 site visit report have been met and adopted a resolution to change the program's accreditation status to "approval without reporting requirements."	• Course Completion and Graduation Rates. • RG Exam pass Rates. • Employment rates.	The next site visit for the program is scheduled for 2016. Regular 7 year cycle review.
DMS Joint Review Committee in Diagnostic Medical	April 2011	Full Accreditation (10 years) Submit Annual Report each year with the following information; • Any program or personnel changes	Ongoing/annually surveys from the following; • ARDMS pass rate • Employer survey • Graduate survey	April 2022

Sonograpy. . (JRC-DMS)		• Changes in clinical affiliate and/or clinical instructor(s). • Attrition rate • Job placement rate • Credential success rate	• Personnel survey • Program goals and outcomes. • Evidence of improvement as a result of assessment.	
EDU (Education Department)	2009 National Association For The Education of Young Children (NAEYC) Early Childhood Education Early Child hood Education Transfer Early Childhood Education, Certificate Elementary Education	Committed compliance of NAEYC Key Assessments	Assessments of NAEYC Standards and Sub Standards http://www.naeyc.org/files/academy/file/OverviewStandards.pdf http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf	Spring 2014 Self Study is submitted. Fall 2014 Site Visit
Medical Assisting certificate: Accredited by CAAHEP	Fall 2006	Full Accreditation (10 years)	• Medical Assisting exam rate • Graduation Rate • Employment • Program Satisfaction (graduate and employer)	Fall 2016
Nursing: Accredited by ACEN (formerly NLNAC)	Fall 2006	Full Accreditation (8 years)	• NCLEX-RN Pass Rate • Graduation Rate • Employment • Program Satisfaction: (Graduate & Employer)	Fall 2014
All three of our paralegal program are approved by the American Bar Association (ABA) through its Standing Committee on Paralegals	August 2010	• Continued adherence to the ABA's Guidelines for the Approval of Paralegal Education Programs, which includes, maintaining a program for the education of paralegals that is designed to qualify its graduates to be employed in law-related occupations http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prlgs_2013_paralegal_guidelines.authcheckdam.pdf	• Use of practical assignments that develop paralegal skills and job competencies • Responsiveness to the changing needs of the legal community that the paralegal program serves • Employment in law-related occupations • Graduate Performance	August 2017, next program re-approval date

		• Completion of an Interim Report three years after the most recent approval (submitted August 2013) • Apply for re-approval every seven years, which involves the preparation of a self-evaluation report and supporting documents, review by educational consultants from the ABA, and hosting a site visit to the program by the ABA		
Rad Tech. Joint Review Committee on Education in Radiologic Technology (JRCERT)	2011	Rotate students between large and small clinical sites, provide assurance that clinical capacity is never exceeded, provide rational for semester break rotation, and analyze ISLO's with communities of interest,	Certification exam pass rates, employment rates, and attrition rates.	2014

MIDDLESEX Community College

Vision Project and Strategic Plan 2012-2015 Outcomes

Vision Project Goal 1: College Participation-Raising the percentage of high school graduates going to college-and the readiness of these students for college-level work.

Lowell Seniors Attending MCC

			Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
1a	Lowell High School	Vision Project	**24.3%**	20.6%	23.3%	32.3%		28.4%
1b	Gr Lowell Tech High School	Vision Project	**23.9%**	24.8%	23.6%	30.4%		29.8%

Percentage of seniors from Lowell high schools enrolling at MCC following graduation. Source:http://profiles.doe.mass.edu/state_report/

Initial Placement

			Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
			FA10	FA11	FA12	FA13	FA14	
2a	College Math (non Ramp Up)	Vision Project	**47.0%**	39.5%	40.2%	45.5%		50%
2b	College Writing	Vision Project	**46.4%**	44.0%	46.8%	45.3%		45%
2c	College Reading	Vision Project	**72.9%**	72.9%	72.8%	72.0%		77%

Percentage of first-time degree seeking students who place into college-level courses. Source: Institutional Data

Vision Project Goal 2: College Completion-Increasing the percentage of students who complete degree or certificate programs.

			Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
Developmental Course Success		Strategic Plan SP#	FA08	FA09	FA10	FA11	FA12	
3a	Mathematics	1,3,4	**53.1%**	54.8%	57.0%			62%
3b	Writing	1,3,4	**66.7%**	65.2%	62.0%			69%
3c	Reading	1,3,4	**54.3%**	56.8%	56.8%			61%

Percentage of first-time degree seeking students earning a C or Better in developmental courses within three years. Source: Institutional Data

Persistence and Retention

	Persistence Rate	Strategic Plan SP#	Baseline FY11 FA10-SP11	FY12 FA11-SP12	FY13 FA12-SP13	FY14 FA13-SP14	FY15 FA14-SP15	5-Year Goal
4a	Full Time	1,3,4	**77.0%**	82.1%	83.5%	81.9%		90%
4b	Part Time	1,3,4	**61.9%**	59.3%	64.6%	67.7%		73%

Percentage of first-time degree students enrolled in fall returning in spring. Source: Institutional data.

	DHE Retention Rate	Strategic Plan SP#	Baseline FY11 FA09-FA10	FY12 FA10-FA11	FY13 FA11-FA12	FY14 FA12-FA13	FY15 FA13-FA14	5-Year Goal
4c	Full Time	1,3,4	**58.1%**	55.9%	63.0%	62.5%		79%
4d	Part Time	1,3,4	**43.3%**	42.8%	45.4%	47.6%		55%

Percentage of first-time degree seeking students enrolled in fall returning in subsequent fall. Source: Institutional Data

DHE Retention in Higher Education Rate

			Baseline FY11 FA09-FA10	FY12 FA10-FA11	FY13 FA11-FA12	FY14 FA12-FA13	FY15 FA13-FA14	5-Year Goal
5	**Retention in Higher Ed**	Vision Project	**70.3%**	65.3%	73.0%	74.0%	DHE15	76%

Percentage of first-time full-time degree seeking students enrolled in fall returning anywhere in higher education in the subsequent fall. Source: Linear Trends Report DHE

*DHE15-Data will be provided by the DHE in March of 2015

IPEDS Rates (Integrated Post Secondary Education Data System)

		Strategic Plan SP#	Baseline FY11 FA08	FY12 FA09	FY13 FA10	FY14 FA11	FY15 FA12	5-Year Goal
6a	Graduation Rate	1,3,4	**13.2%**	13.2%	12.7%			25%
6b	Transfer Rate	1,3,4	**23.6%**	23.8%	23.0%			34%
6c	Graduation or Transfer Rate	1,3,4	**36.8%**	37.0%	35.7%			49%

First-time full time degree seeking students who graduate or transfer in 150% of time. Source: Institutional Data

DHE 6 Year Community College Success Rate (Achieving the Dream)

Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal

		Strategic Plan SP#	FA05	FA06	FA07	FA08	FA09	
7a	DHE Six-Year Success Rate	1,3,4	**79.6%**	80.4%	*DHE 15			83%

Graduated, transferred, completed 30 credits, or still enrolled after six years. Cohort: All new students who attempted at least 18 credits in first two years, excluding ESL. Source: Linear Trends Report DHE

*DHE15-Data will be provided by the DHE in March of 2015

	Mass Transfer Graduates	Strategic Plan SP#	**Baseline FY11** FY11	**FY12** FY12	**FY13** FY13	**FY14** FY14	**FY15** FY15	**5-Year Goal**
8a	Mass Transfer	1,3	**23.5%**	31.4%	39.5%			48.5%

Percentage of students who completed Mass Transfer requirements. Source: Institutional Data

Vision Project Goal 3: Achieving higher levels of student learning through better assessment and more extensive use of assessment results.

			Baseline	**FY12**	**FY13**	**FY14**	**FY15**	**5-Year Goal**
9a	Student Learning Outcomes	Strategic Plan SP#	2008-2010					
	Dental Assistant	1,2,3,4,5	**69%***					
	Dental Hygienist	1,2,3,4,5	**96%***	99%	90%			
	Medical Assisant	1,2,3,4,5	**62%***					
	Radiography Tech	1,2,3,4,5	**90%***	88%	71%			
	Registered Nurse	1,2,3,4,5	FY11 **83%**	**92%**	88%			

*Baselines based on 3-year averages.

Vision Project Goal 4: Workforce Alignment-Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.

	DHE High Demand Programs	Strategic Plan SP#	**Baseline FY11**	**FY12**	**FY13**	**FY14**	**FY15**	**5-Year Goal**
10a	Enrollment DHE High Demand	2,6	**1719**	1763	1850	2003		
10b	Percent of Total Enrollment	2,6	**17.1%**	17.9%	19.1%	20.6%		
10c	Awards DHE High Demand	2,6	**413**	414	398			
10d	Percent of Total Awards	2,6	**38.4%**	35.0%	31.4%			

Number and percentage of students and graduates in high demand fields as defined by DHE: 10-Communications Technologies; 11-Computer and Information Systems; 14-Engineering; 15-Engineering Technologies; 26-Biological and Biomedical Sciences; 27-Mathematics and Statistics; 40-Physical Sciences; 41-Science Technologies; 51-Health Professions Source: Institutional Data

Vision Project Goal 5: Preparing Citizens-Providing students with the knowledge, skills and dispositions to be active, informed citizens.

Civic Engagement Projects	Strategic Plan SP#	Baseline FY11	FY12	FY13	FY14	FY15	5-Year Goal
11a Students Participated in Service Learning	1,2,3,4,5			950			
11b Service Learning Hours	1,2,3,4,5			19,000			
11c Courses With Service Learning Options Source: Institutional Data	1,2,3,4,5			122			

Vision Project Goal 6: Closing Achievement Gaps-Closing achievement gaps among students from different ethnic, racial, and income groups in all areas of the educational process.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		**3 Years Prior FY11**	**2 Years Prior FY12**	**1 Year Prior FY13**	**Most Recent Year FY14**	**Goal FY15**
https://www.middlesex.mass.edu/strategicplanning/visiontable.aspx for strategic planning goals						
IPEDS Retention Data: percent of new credential-seeking students returning after one year						
		F09-10	F10-11	F11-12	F12-13	Goal F13-F14
	Full Time	58.1	55.9	63.0	62.5	79% strategic planning goal
	Part Time	43.3	42.8	45.4	47.6	55% strategic planning goal
	All	53.5	51.3	56.7	56.3	72% strategic planning goal
IPEDS Graduation Data: percent of first-time, full time, credential-seeking students graduating in 150% of time						
		F08 cohort	F09 cohort	F10 cohort	F11 cohort estimate*	Goal F12 cohort
	Degree or certificate-seeking students	13.2	13.2	12.7	14.3	25% strategic planning goal
Three-year graduation rate calculated as of August 2014 indicates an estimated increase to 14.3%						
Other Undergraduate Retention Rates (1)- percent of new degree-seeking students returning after one year						
		F09-10	F10-11	F11-12	F12-13	Goal F13-F14
a	Gender					No goals by subgroup
	Male	49.6	49.1	55.8	53.9	
	Female	56.9	52.7	57.4	58.0	
b	Ethnicity					
	Non Resident Alien	72.7	51.7	57.1	63.2	
	Black, non-Hispanic	51.4	55.9	57.1	52.3	
	American Indian/Alaskan Native	50.0	50.0	50.0	75.0	
	Asian/PI	64.4	51.8	62.5	59.8	
	Hispanic	47.6	47.7	52.5	53.9	
	White, non-Hispanic	53.5	52.5	57.8	57.6	
	Unreported	41.5	37.5	50.0	50.0	
	Two or More	30.8	37.7	47.8	34.5	
c	Low Income					
	Yes	54.5	51.5	55.5	55.9	
	No	52.8	51.2	58.0	56.7	
d	Age					
	Less than 20	55.7	52.5	58.3	59.5	
	20 to 24	47.5	47.1	52.3	42.3	
	25 to 29	46.4	42.7	57.3	57.0	
	30 or older	48.6	53.8	48.8	53.4	
e	Placing into at least one Dev Class					
	Yes	53.3	50.8	54.8	55.8	
	No	53.2	50.9	61.2	56.3	
f	Developmental Combinations					
	No Dev Courses	53.2	50.9	61.2	56.3	
	Developmental Math Only	48.9	47.4	55.3	56.9	
	Developmental Reading Only	88.9	80.0	71.2	68.4	
	Developmental Writing Only	56.5	50.2	59.9	57.2	
	Developmental Math and Reading	61.0	59.3	67.1	64.9	
	Developmental Math and Writing	47.5	49.6	49.7	50.5	
	Developmental Reading and Writing	63.4	53.4	57.0	67.1	
	Developmental Math, Reading, and Writing	52.3	50.5	48.5	53.9	

Other Undergraduate Graduation Rates (2)						
		F08 cohort	F09 cohort	F10 cohort	F11 cohort estimate*	G
a	Gender					
	Male	13.1	11.4	10.8	13.4	
	Female	13.3	15.0	14.9	15.0	
b	Ethnicity					
	Non Resident Alien	21.1	46.7	38.5	16.6	
	Black, non-Hispanic	8.9	8.0	13.3	8.7	
	American Indian/Alaskan Native	0	40.0	50.0	0	
	Asian/PI	8.8	12.9	9.1	15.5	
	Hispanic	6.3	9.7	10.0	6.7	
	White, non-Hispanic	16.0	14.0	13.5	17.3	
	Unreported	7.7	7.7	0	8.3	
	Two or More		0	12.8	9.6	
c	Low Income					
	Yes	8.0	9.9	10.2	Spring 15	
	No	15.9	15.4	14.8	Spring 15	
d	Age					
	Less than 20	12.5	12.5	12.2	14.6	
	20 to 24	14.7	15.9	11.4	12.0	
	25 to 29	30.0	23.1	8.0	13.8	
	30 or older	15.8	15.6	38.2	17.1	
	Unreported	100	0			
e	Placing into at least one Dev Class					
	Yes	9.6	10.6	10.5	Spring 15	
	No	20.4	18.2	17.0	Spring 15	
f	Developmental Combinations					
	No Dev Courses	20.4	18.2	17.0	Spring 15	
	Developmental Math Only	11.4	13.3	12.1	Spring 15	
	Developmental Reading Only	0	30.8	0	Spring 15	
	Developmental Writing Only	20.6	13.1	13.3	Spring 15	
	Developmental Math and Reading	2.9	0	0	Spring 15	
	Developmental Math and Writing	12.3	9.9	11.0	Spring 15	
	Developmental Reading and Writing	11.5	9.0	16.7	Spring 15	
	Developmental Math, Reading, and Writing	1.1	6.5	5.1	Spring 15	

Transfer Rates (Prior to Graduation)						
		F08 cohort	F09 cohort	F10 cohort	F11 cohort estimate*	
a	Gender				Not available until Spring 15	
	Male	25.6	24.9	23.4		
	Female	21.7	23.5	22.6		
b	Ethnicity					
	Non Resident Alien	10.5	0	7.7		
	Black, non-Hispanic	29.1	27.6	31.1		
	American Indian/Alaskan Native	20.0	0	25.0		
	Asian/PI	23.4	15.8	16.1		
	Hispanic	29.8	26.3	27.7		
	White, non-Hispanic	22.3	25.5	21.8		
	Unreported	17.9	19.2	100		
	Two or More		33.3	25.6		
c	Low Income					
	Yes	24.1	20.9	21.3		
	No	23.4	26.4	24.5		

d	Age					
	Less than 20	25.2	25.6	23.9		
	20 to 24	15.4	20.5	21.7		
	25 to 29	15.0	5.1	16.0		
	30 or older	5.3	9.4	5.9		
e	Placing into at least one Dev Class					
	Yes	24.1	20.9	21.3		
	No	23.4	26.4	24.5		
f	Developmental Combinations					
	No Dev Courses	25.8	28.3	28.8		
	Developmental Math Only	28.0	27.8	20.5		
	Developmental Reading Only	35.7	15.4	43.8		
	Developmental Writing Only	19.4	27.6	22.2		
	Developmental Math and Reading	8.6	15.6	19.4		
	Developmental Math and Writing	23.2	24.7	20.1		
	Developmental Reading and Writing	19.2	15.7	21.4		
	Developmental Math, Reading, and Writing	21.7	14.1	15.3		
		F08	F09	F10		
a	Gender					
	Male	38.6	36.3	34.2		
	Female	35.0	38.5	37.5		
b	Ethnicity					
	Non Resident Alien	31.6	47.7	46.2		
	Black, non-Hispanic	38.0	35.6	44.6		
	American Indian/Alaskan Native	20.0	40.0	75.0		
	Asian/PI	32.1	28.7	25.2		
	Hispanic	36.1	36.0	37.7		
	White, non-Hispanic	38.3	39.5	35.3		
	Unreported	25.3	26.9	100		
	Two or More	na	33.3	38.5		
c	Low Income					
	Yes	32.1	30.8	31.5		
	No	39.3	41.8	39.3		
d	Age					
	Less than 20	37.7	38.1	36.1		
	20 to 24	30.1	36.4	33.1		
	25 to 29	45.0	28.2	24.0		
	30 or older	21.1	25.0	44.1		
e	Placing into at least one Dev Class					
	Yes	37.3	32.7	30.7		
	No	54.2	46.6	45.8		
f	Developmental Combinations					
	No Dev Courses	46.2	46.6	45.8		
	Developmental Math Only	39.4	41.1	32.6		
	Developmental Reading Only	35.7	46.2	43.8		
	Developmental Writing Only	40.0	40.7	35.5		
	Developmental Math and Reading	11.4	15.6	22.6		
	Developmental Math and Writing	35.5	34.6	31.1		
	Developmental Reading and Writing	30.8	24.7	38.1		
	Developmental Math, Reading, and Writing	22.8	20.5	20.4		
Graduate programs *						
	Retention rates first-to-second year (3)	na	na	na	na	na
	Graduation rates @ 150% time (4)	na	na	na	na	na

Distance Education					
	F10	F11	F12	F13	Next Year Goal-F14
Course completion rates (5)	70.5%	73.8%	72.7%	71.7%	72.2
	F09-10	F10-11	F11-12	F12-13	Next Year Goal-F14
Retention rates (6)	49	53	54	53	54
	F08 cohort	F09 cohort	F10 cohort	F11 cohort estimate*	Goal FY15
Graduation rates (7)	19.4	17.8	10.9		
Branch Campus and Instructional Locations					
Course completion rate (8)	na	na	na	na	na
Retention rates (9)	na	na	na	na	na
Graduation rates (10)	na	na	na	na	na

Definition and Methodology Explanations

1. **New degree-seeking students returning after in one year.**
2. **IPEDS 150% graduation rate (new, first-time, full-time, degree-seeking) broken down by subgroups**
3. **Not applicable**
4. **Not applicable**
5. **Distance Education Course Completion Rates**
6. **Distance Education Retention Rate-Percent of new degree-seeking students taking at least one online course in the first term who return in one year.**
7. **Distance Education Graduation- Percent of new, full-time, degree-seeking students taking at least one online course in the first term who return in one year.**
8. **Not applicable**
9. **Not applicable**
10. **Not applicable**

*Goals outside of the Vision Project established as highest of two numbers: the previous year or the two year average

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Year Prior	1 Year Prior	Most Recent Year	Next Year Goal
State Licensure Passage Rates						
National Licensure Passage Rates						
		2010	2011	2012	2013	Goal 2014
1	National Council Licensure Examination for Registered Nurses (NCLEX-RN)	76%	83%	92%	88%	90%
2	American Registry of Radiologic Technologists Registration Exam (ARRT)	87%	87%	88%	71%	80%
3	National Board Dental Hygiene Exam (NBDHE)	95%	100%	96%	90%	93%
Job Placement in Related Field for Active Certificates and Degrees Averaging Five or More Graduates Per Year						
IR	Dental Assisting, AS, 9 Months	66%	100%	66%	Surveys just sent	66%
Dep	Dental Laboratory Technology, AS, 9 Months	57%	83%	70%	63%	67%
Dep	Diagnostic Medical Sonography, AS, 9 Months	90%	100%	80%	100%	100%
IR	Diagnostic Medical Sonography, Certificate, 9 Months	82%	closed	closed	closed	closed
IR	Medical Assisting Certificate, AS, 9 months	66%	55%	50%	Surveys just sent	50%
Dep	Radiologic Technology, AS, 9 months	80%	93%	90%	100%	100%
Dep	Nursing, AS, 9 months	84%	85%	87%	81%	96%

For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

*Goals outside of the Vision Project established as highest of two numbers: the previous year or the two year average

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Next Year Goal
Three Year Completion Rates for Certificate Program Students (Percentage of Students Who Complete any Certificate or any Degree Program Within Three Years of Declaration): Only Includes Programs with an Average of Five or More Enrolled Students During Timeframe					
	F08 cohort	F09 cohort	F10 cohort	F11 cohort	Goal F12 cohort
Alcohol/Substance Abuse Cert	44%	37%	50%	55%	55%
Biotechnology Certificate	50%	23%	36%	50%	50%
Computer Aided Design	40%	0%	38%	16%	27%
Culinary Arts	0%	100%	50%	0%	25%
Computerized Accounting	0%	30%	0%	11%	11%
Dental Assisting Certificate	67%	75%	100%	25%	63%
Early Childhood Education Cert	21%	4%	22%	16%	19%
Energy Utility Technology Cert	86%	61%	42%	63%	63%
Dir Supp Cert in Human Service	7%	0%	58%	57%	58%
Law Enforcement Cert	100%	20%	13%	17%	17%
Paralegal Studies	25%	20%	42%	60%	60%
Small Business Management Cert	14%	0%	25%	0%	13%
Medical Assisting Certificate	64.2%	70%	94%	72%	83%
Medical Receptionist Cert			90%	58%	74%
Nursing Assistant Certificate			58%	42%	50%
Phlebotomy Certificate			90%	30%	60%
*Goals outside of the Vision Project established as highest of two numbers: the previous year or the two year average					
Placement Rates for Certificate Programs: Only Includes Programs with an Average of Five or More Graduates During Timeframe					
	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Next Year Goal
	2009 Grads	2010 Grads	2011 Grads	2012 Grads	2013 Grads
Alcohol/Substance Abuse Cert	100%	67%	64%	89%	89%
Biotechnology Certificate	83%	67%	80%	47%	64%
Dental Assisting Certificate	100%	100%	78%	50%	64%
Early Childhood Education Cert	67%	57%	100%	60%	80%
Energy Utility Technology Cert	40%	25%	0%	71%	71%
Dir Supp Cert in Human Service	80%	100%	57%	100%	100%
Medical Assisting Certificate	50%	70%	70%	85%	85%
Medical Receptionist Cert	No grads	67%	20%	50%	50%
Nursing Assistant Certificate	No grads	67%	35%	100%	100%
Phlebotomy Certificate	No grads	No grads	67%	50%	59%
Paralegal Studies	100%	67%	50%	64%	64%
*Goals outside of the Vision Project established as highest of two numbers: the previous year or the two year average					

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MIDDLESEX COMMUNITY COLLEGE

Financial Statements

June 30, 2013 and 2012

(With Independent Auditors' Report Thereon)

MIDDLESEX COMMUNITY COLLEGE

Financial Statements

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MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

The following discussion and analysis provides management's view of the financial position of Middlesex Community College (the College or MCC) as of June 30, 2013 and 2012, and the changes in its financial position for the years ended. This analysis should be read in conjunction with the College's financial statements and notes thereon, which are also presented in this document.

The 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 83 programs leading to degrees or certificates, as well as many noncredit career and professional development programs and hundreds of noncredit courses serving approximately 13,254 credit and 8,046 noncredit students. In addition, the College has more than 30 partnerships with schools and colleges throughout the Merrimack Valley.

The Middlesex Community College Foundation (the Foundation) is a legally separate tax-exempt component unit of Middlesex Community College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Management's Discussion and Analysis focuses on the College, not its component unit.

Financial Highlights

- The College's FY2013 state maintenance appropriation was level funded from the prior year. The FY2013 initial maintenance appropriation was $17.1 million. An allocation of $590,000 was provided mid-year to address certain collective bargaining obligations increasing the state maintenance appropriation to $17.7 million. State appropriated funds enabled the College to maintain existing programming and staff.
- For FY2013 the mandatory per credit cost of education increased by 3.4%, from $170 to $176 per credit. This action was necessary given the ongoing economic downturn and funding uncertainties together with the need to keep pace with inflation and maintain program stability and continuity. As has been the case over the last several years, the board of trustees continued funding of the Safety Net Scholarship to abate the impact of this increase by adding $100,000 making $800,000 available to students in FY2013. In FY2012, approximately 86.2% of all eligible students received financial aid sufficient to cover the direct cost of education in accordance with the federal financial aid guidelines. For FY2013 the estimate is about 88%.
- As of the close of the fiscal year, June 30, 2013, the College's financial position remained strong. The College's final state maintenance appropriation for FY2013 and FY2012 was $17.7 million and $17.4 million, respectively. The College's FY'13 operating revenue saw an overall increase of $3.7 million or 8.1%.

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MIDDLESEX COMMUNITY COLLEGE
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(Unaudited)

- The College's FY2013 total operating expenses from restricted and unrestricted funds totaled $70.7 million, and $68.1 million from FY2012. This increase is attributable to increased instructional and student support expenses, collective bargaining obligations and ongoing operations of the College.
- The approved budget for FY2013 for unrestricted funds from both state and local sources was $51.2 million. Of that amount, $48.5 million was expended or 94%. There were no material deviations from the approved budget and final expenditures and all records were in order and maintained in accordance with trust fund guidelines and generally accepted accounting principles.
- Full Time Equivalent credit enrollment for FY2013 was 5,816; a 5% decrease over FY2012 enrollment of 6,110. The headcount in FY2013 was 13,254 credit students, and 13,364 credit students in FY2012 – less than 1% change from FY2012. Total credits generated in FY2013 were 181,200, a decrease of 2,102 over FY2012 total of 183,302.
- Consistent with the College's strategic plan, investment continued in technology and physical plant. Technology investment projects totaled $912,000 including life cycle management for computer replacement, software updates, smart classroom expansion, service desk improvements and the redesign and upgrade of the college web site along with the introduction of mobile applications for students and staff. Wireless access was expanded across both campuses. Physical plant renovations including improvements and adaptation & renewal projects totaled $1.5 million and include life safety improvements, lab and classroom expansion, flooring replacement, HVAC and energy management updates to the City building, cafeteria improvements and various deferred maintenance projects.
- In FY2013, the College continued to work in furtherance of the next phase of approval for the Academic Arts Classroom building project that will be housed in the historic Boston & Maine Railroad building in downtown Lowell. The building was acquired from the federal government in 2008 and will be used to provide critically needed music, dance and performing arts classroom space. The study, funded by the college, was completed a year ago. In September 2013, the state included funds in its budget for the project's design and construction. This work will continue through 2014.

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

(Continued)

MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

The *statement of revenues, expenses, and changes in net position* presents information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the 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). Generally accepted accounting principles (GAAP) require this method to be used. The Foundation is not required by GAAP to present its statement of cash flows.

The financial statements can be found on pages 12-14 of this report.

The College reports its activity as a business type activity using the economic resources measurement focus and full accrual basis of accounting. The College is part of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position and cash flows are included in the Commonwealth's Comprehensive Annual Financial Report.

The Commonwealth of Massachusetts follows *Government Auditing Standards* Board Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions.* The employees of the College are employees of the Commonwealth and the Commonwealth is legally responsible to provide these benefits to the College's employees, as discussed in the following paragraphs. Therefore, the liability associated with this benefit is being reported in the Commonwealth's financial statements, and not in these financial statements of the College.

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 contained in the financial statements. The notes to the financial statements can be found on pages 15-30 of this report.

Financial Analysis

Net position may serve over time as a useful indicator of the College's financial position. For FY2013 and FY2012, MCC's assets exceeded liabilities by $36.9 million and $36.0 million, respectively.

By far the largest portion of the College's net position reflects its investment in capital assets (e.g., land, building, machinery, and equipment), less any related debt or HEFA financing used to acquire those assets that is 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

(Continued)

MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial statements, 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.

Following is a condensed summary of net position:

	2013	2012	2011
Current assets	$ 15,512,142	17,185,125	16,582,363
Capital assets	24,695,583	26,433,816	26,789,776
Noncurrent assets	14,180,233	9,125,286	9,118,188
Total assets	54,387,958	52,744,227	52,490,327
Current liabilities	10,000,010	8,915,960	8,462,176
Noncurrent liabilities	7,465,242	7,783,740	8,062,269
Total liabilities	17,465,252	16,699,700	16,524,445
Net position:			
Net investment in capital assets	19,410,584	20,753,816	20,729,776
Restricted, expendable	2,240,166	1,558,239	2,066,372
Unrestricted	15,271,956	13,732,472	13,169,734
Total net position	$ 36,922,706	36,044,527	35,965,882

- Assets of $54.3 million exceeded liabilities of $17.4 million by $36.9 million in FY2013. Assets of $52.7 million exceeded liabilities of $16.7 million by $36.0 million in FY2012.
- Operating expenses from all sources incurred during FY2013 totaled $70.7 million and during FY2012 totaled $68.1 million. Revenues from tuition and fees, state capital support and state appropriations, and other sources totaled $71.9 million, resulting in an increase in net position of $878,179. The increase in net position totaled $78,645 in FY2012.
- The College's trustees designate use of the unrestricted net position of $15.3 million to meet the College's ongoing obligations to its stakeholders including projects for deferred maintenance and information and technology upgrades. Additionally, the restricted expendable net position may also be expended, but only for the purposes for which the donor or grantor intended.

Capital Assets and Liabilities of the College

Capital Assets – The College's investment in capital assets as of June 30, 2013 and 2012 amounts to $24.7 million and $26.4 million, respectively, net of accumulated depreciation. This investment in capital assets includes land, building (including improvements), and furnishings and equipment (including the cost of capital leases). Capital assets decreased during the year by 6.6% or $1.7 million due in part to depreciation which was offset by an investment in improvements to assets.

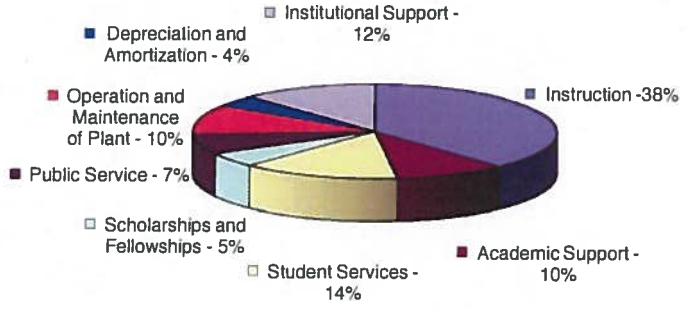
(Continued)

MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

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. As of June 30, 2013 and 2012 the college had debt with principal amounts of $5,225,362 and $5,614,245, respectively.

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

FY2013 Expenses

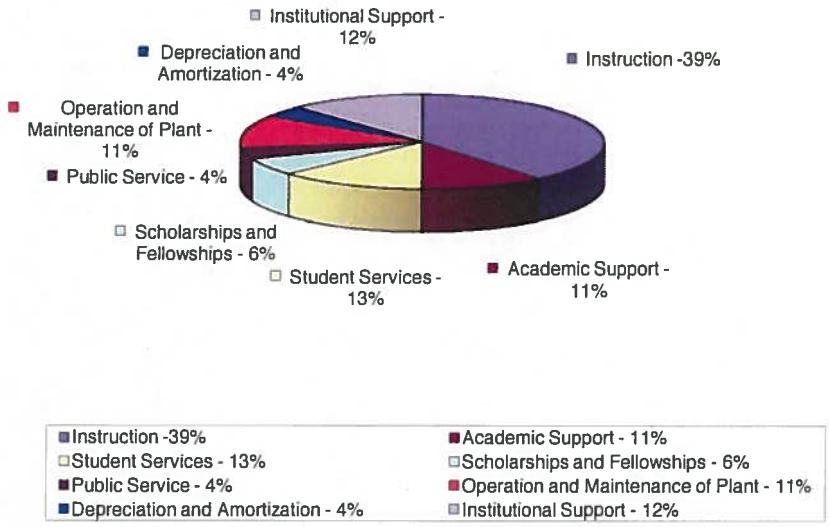


Instruction -38%	Academic Support - 10%
Student Services - 14%	Scholarships and Fellowships - 5%
Public Service - 7%	Operation and Maintenance of Plant - 10%
Depreciation and Amortization - 4%	Institutional Support - 12%

(Continued)

MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

FY2012 Expenses



Highlights of revenue activity for the FY2013 include:

- Total Operating Revenue increased $3.7 million or 8.1% due in part to an increase in the cost per credit from $170 to $176 and an increase in grants and contracts.
- Total net nonoperating revenue increased $297,245 due to investment income which was offset by a decrease in funding from the State.
- Grants and contracts, exclusive of state and federal financial aid awards (e.g., Pell, SEOG, Mass Grants) received by the College for FY2013 total approximately $10.5 million and $6.4 million in FY2012.

Major grants and contracts for the year include the following:

- The Career Place and the addition of Career Source grants from the Regional Employment Board and Employment Resources Inc. and other sources in the amount of $4.5 million for career and related job services.
- The Bridge Program grant from the City of Lowell in the amount of $815,850 provides for the operation of an alternative middle school.

(Continued)

- The Vocational Education grant from Mass Department of Education in the amount of $292,728 provided for tutoring, disabled student services, and professional development for faculty.
- The U. S. Department of Energy grant for $237,875 for the installation of a geothermal system on the Bedford campus. The project includes a live monitoring system and updates to curriculum incorporating the new system.
- Grants from the Department of Higher Education provided funds to enhance the first year experience of students, supplemental instruction and a grant for parents and students to increase access to college totaling $292,775.
- Linkages for Entrepreneurship Achievement project in partnership with Bristol Community College to build the capacity of colleges in Morocco to offer entrepreneurship programs in Rabat and Mohammedia. Expenditures in 2013 from USAID funding totaled $292,775.

Highlights of expense activity include:

- The fringe benefit rate for college employees decreased from 32.98% to 27.27% resulting in a $1.1 million reduction in the fringe expense across all spending categories.
- Overall operating expenses increased by $2.6 million in FY2013 over FY2012. The increase includes replacement of 8 faculty, 4 student support staff, 2 marketing staff and the creation of a compliance function at the College. In addition, the College did see some increases in prices for supplies and materials costs used in day to day operations.

Nonoperating Revenues and Expenses

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

Nonoperating revenues from the Commonwealth, exclusive of fringe benefits, totaled $17.9 million in unrestricted appropriations in FY2013 and $17.4 million in FY2012. This amount includes $168,292 in retained tuition in addition to the state maintenance appropriation of $17.7 million. In FY2013, Middlesex received an additional allocation of $78,195 in workforce development performance-based funding.

The fringe benefit rate decreased from 32.98% in FY2012 to 27.27% in FY2013. The Commonwealth's fringe benefit amount for full time employees on the state payroll was $4.4 million in FY2013 and $5.6 million in FY2012. These funds are appropriated to the State Treasurer's office for the benefit of the college for employees funded by the state maintenance appropriation. The College must budget and expense the cost of fringe benefits for all College employees funded from local trust funds. The expense of these funds is allocated among the functional expense classifications. Investment income primarily from government-backed securities was $517,621 in FY2013 and $117,092 in FY2012. The market value of the College's equity mutual funds was $2,920,814 in FY2013 and $2,559,716 in FY2012.

(Continued)

MIDDLESEX COMMUNITY COLLEGE
Required Supplementary Information
Management's Discussion and Analysis
June 30, 2013 and 2012
(Unaudited)

Additional Information

For FY2014, the state legislature passed a state maintenance budget for the College of $18.4 million. This amount represents level funding from the state with the inclusion of $1.3 million in collective bargaining obligations.

The Legislature also provided funds to the college through the Gaming reserve. In FY2014, $1.8 million is allocated to Middlesex to support operations and the community college funding formula which analyzes various data points and performance metrics aimed at providing funding based on the types of students and mix of programs at each of the colleges. This funding resulting in all 15 community colleges holding fees level for FY2014 as the state funding amount was adequate to support operations.

The Massachusetts Community College Council (MCCC) representing the Adjunct Faculty at the community colleges have a Division of Continuing Education agreement in place with Massachusetts community colleges for the period June 1, 2009 through May 31, 2012. There is "holdover" language in that agreement that maintains the contract language in place until a successor agreement is reached.

The Massachusetts Community College Council (MCCC) representing the Full Time Faculty and Full-Time Unit Professionals at the community colleges have an agreement in place for the period July 1, 2012 through June 30, 2015.

The American Federation of State, County and Municipal Employees (AFSCME) representing the support staff of the state and community colleges have an agreement in place for the period July 1, 2011 through June 30, 2014.

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.

KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

The Board of Trustees
Middlesex Community College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of Middlesex Community College (the College) as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us and our opinions, insofar as they relate to the amounts included for the discretely presented component unit, are based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

KPMG

Opinions

In our opinion, based on our audits and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the College as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in conformity with U.S. generally accepted accounting principles.

Emphasis of Matter

The financial statements of the College are intended to present the financial position, the changes in financial position and cash flows that are attributable to the transactions of the College. They do not purport to, and do not, present fairly the financial position of the Commonwealth of Massachusetts as of June 30, 2013 and 2012, the changes in its financial position, or, where applicable, its cash flows for the yeas then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 1-9 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2013 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

KPMG LLP

November 1, 2013

MIDDLESEX COMMUNITY COLLEGE

Statements of Net Position

June 30, 2013 and 2012
(except for the Foundation, which is as of December 31, 2012 and 2011)

Assets	2013 Middlesex Community College	2012 Middlesex Community College	2012 Middlesex Community College Foundation, Inc.	2011 Middlesex Community College Foundation, Inc.
Current assets:				
Cash and cash equivalents (note 2)	$ 6,020,434	10,219,297	954,262	1,049,035
Cash and cash equivalents, restricted (notes 2 and 7)	1,359,584	1,344,908	—	—
Cash held by State Treasurer (note 3)	1,132,360	967,412	—	—
Short-term investments (note 2)	3,843,276	2,299,113	—	—
Accounts and other receivables, net (note 4)	3,156,488	2,349,395	66,603	71,429
Prepaid expenses and deferred charges	—	5,000	—	—
Total current assets	15,512,142	17,185,125	1,020,865	1,120,464
Noncurrent assets:				
Cash and cash equivalents (note 2)	2,361,829	2,213,057	—	—
Long-term investments (note 2)	11,392,690	6,471,283	3,235,416	2,677,198
Loans receivable, net (notes 5 and 8)	343,058	349,813	—	—
Capital assets, net of accumulated depreciation (notes 6 and 7)	24,695,583	26,433,816	716,712	734,402
Other noncurrent assets (note 7)	82,656	91,133	—	—
Total noncurrent assets	38,875,816	35,559,102	3,952,128	3,411,600
Total assets	$ 54,387,958	52,744,227	4,972,993	4,532,064
Liabilities				
Current liabilities:				
Accounts payable and accrued liabilities	$ 2,311,198	1,986,015	42,000	42,000
Accrued payroll	1,422,613	1,458,821	—	—
Compensated absences and other liabilities (note 7)	3,646,824	3,268,800	—	—
Accrued interest payable	66,063	71,000	—	—
Students' deposits and unearned revenues	2,012,227	1,188,137	—	—
Funds held for others	127,202	554,303	—	—
Current portion of notes payable (note 7)	413,883	388,884	—	—
Total current liabilities	10,000,010	8,915,960	42,000	42,000
Noncurrent liabilities:				
Compensated absences and other liabilities (note 7)	2,525,850	2,416,978	—	—
Notes payable (note 7)	4,811,479	5,225,361	—	—
Grants refundable, net (note 8)	127,913	141,401	—	—
Total noncurrent liabilities	7,465,242	7,783,740	—	—
Total liabilities	$ 17,465,252	16,699,700	42,000	42,000
Net Position				
Net investment in capital assets	$ 19,410,584	20,753,816	716,712	734,402
Restricted (note 9):				
Expendable	2,240,166	1,558,239	2,514,278	2,424,678
Unrestricted (note 10)	15,271,956	13,732,472	1,700,003	1,330,984
Commitments and contingencies (notes 7 and 11)				
Total net position	$ 36,922,706	36,044,527	4,930,993	4,490,064

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE

Statements of Revenues, Expenses, and Changes in Net Position

Years ended June 30, 2013 and 2012
(except for the Foundation, which is for the years ended December 31, 2012 and 2011)

	2013 Middlesex Community College	2012 Middlesex Community College	2012 Middlesex Community College Foundation, Inc.	2011 Middlesex Community College Foundation, Inc.
Operating revenues:				
Tuition and fees	$ 35,028,316	34,506,911	—	—
Less scholarship allowances	(13,712,043)	(11,721,828)	—	—
Net student fees	21,316,273	22,785,083	—	—
Federal, state, local and private grants and contracts	25,140,546	20,476,206	—	—
License income – base amount	—	—	70,625	70,625
Other auxiliary enterprises	430,724	367,414	—	—
Other sources	1,802,587	1,407,354	—	—
Total operating revenues	48,690,130	45,036,057	70,625	70,625
Operating expenses (note 12):				
Instruction	26,826,447	26,675,735	—	—
Academic support	7,175,321	7,257,973	—	—
Student services	9,444,249	9,048,167	—	—
Scholarships and fellowships	3,585,669	4,238,210	10,099	44,275
Public service	5,061,934	2,615,804	366,155	373,119
Operation and maintenance of plant	7,207,831	7,041,678	—	—
Institutional support	8,500,041	8,437,551	13,827	13,838
Depreciation and amortization	2,919,266	2,785,214	42,715	42,300
Total operating expenses	70,720,758	68,100,332	432,796	473,532
Operating loss	(22,030,628)	(23,064,275)	(362,171)	(402,907)
Nonoperating revenues (expenses):				
State appropriations – unrestricted (note 13)	22,452,036	23,199,796	—	—
Federal grants (ARRA)	—	776	—	—
Net investment income	517,621	117,092	160,041	44,143
Interest expense (note 7)	(269,188)	(288,560)	—	—
Other nonoperating	(14,594)	(634,877)	—	22,500
Gifts and contributions	—	—	700,564	429,232
Payments between the College and the Foundation	57,505	51,908	(57,505)	(51,908)
Net nonoperating revenues	22,743,380	22,446,135	803,100	443,967
Change in net position before capital contributions	712,752	(618,140)	440,929	41,060
State capital contributions (note 13)	165,427	696,785	—	—
Increase in net position	878,179	78,645	440,929	41,060
Net position, beginning of year	36,044,527	35,965,882	4,490,064	4,449,004
Net position, end of year	$ 36,922,706	36,044,527	4,930,993	4,490,064

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE

Statements of Cash Flows

Years ended June 30, 2013 and 2012

	2013 Middlesex Community College	2012 Middlesex Community College
Cash flows from operating activities:		
Tuition and fees	$ 21,584,368	22,931,245
Grants and contracts	24,889,448	21,234,128
Payments to suppliers	(9,687,689)	(7,015,755)
Payments to employees	(49,352,065)	(48,656,145)
Payments to students	(3,585,669)	(4,238,210)
Loans issued to students	(32,800)	(17,550)
Collection of loans to students	39,555	44,381
Income from contract services	430,724	366,715
Other cash receipts	1,789,099	1,406,963
Net cash used in operating activities	(13,925,029)	(13,944,228)
Cash flows from noncapital financing activities:		
State appropriations	18,051,900	17,644,104
Federal grants (ARRA)	—	776
Payments from Foundation	57,505	51,908
Funds held for others	(427,101)	(13,067)
Net cash provided by noncapital financing activities	17,682,304	17,683,721
Cash flows from capital and related financing activities:		
Capital appropriations	165,427	696,785
Purchases of capital assets	(1,181,033)	(2,429,254)
Principal paid on debt	(395,000)	(380,000)
Interest paid on debt	(269,188)	(288,560)
Net cash used in capital financing activities	(1,679,794)	(2,401,029)
Cash flows from investing activities:		
Proceeds from sales and maturities of investments	3,130,523	4,290,772
Cost of purchases of investments	(9,114,738)	(3,997,311)
Interest on investments	36,267	33,547
Net cash provided by (used in) investing activities	(5,947,948)	327,008
Net change in cash and cash equivalents	(3,870,467)	1,665,472
Cash and cash equivalents (including cash held by State Treasurer), beginning of year	14,744,674	13,079,202
Cash and cash equivalents (including cash held by State Treasurer), end of year	$ 10,874,207	14,744,674
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	$ (22,030,628)	(23,064,275)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation and amortization	2,919,266	2,785,214
Fringe benefits provided by the State	4,400,136	5,555,692
Changes in assets and liabilities:		
Accounts receivable, net	(807,093)	808,379
Prepaid and other assets	5,000	2,007
Loans receivable, net	6,755	26,831
Accounts payable and accrued liabilities	306,757	(507,918)
Accrued payroll and compensated absences	450,688	354,137
Students' deposits and unearned revenues	824,090	95,705
Net cash used in operating activities	$ (13,925,029)	(13,944,228)
Noncash transactions:		
Fringe benefits provided by the State	$ 4,400,136	5,555,692

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(1) Summary of Significant Accounting Policies

(a) Organization

Middlesex Community College (the College) is one of the largest community colleges in the Commonwealth of Massachusetts (the Commonwealth) and serves the largest county in the Commonwealth 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. The College offers 83 associate degree and certificate programs to almost 13,254 credit and 8,046 noncredit 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 U.S. generally accepted accounting principles, 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'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 and certain grants and contracts. Certain other transactions are reported as nonoperating activities. These nonoperating activities include the College's operating and capital appropriations from the Commonwealth, net investment income, gifts and interest expense.

During 2013, the College implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* which resulted in no material changes to the accompanying financial statements.

Middlesex Community College Foundation, Inc. (the Foundation) was established in August 1987, and is a legally separate tax-exempt component unit of the College. The Foundation was established to promote and support the furtherance of the educational and cultural mission of the College. The Foundation is located at the College's Bedford, Massachusetts campus. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College and is discretely presented in the College's financial statements.

During the years ended June 30, 2013 and 2012, the Foundation distributed $57,505 and $51,908, respectively, to the College for both restricted and unrestricted purposes. During each of these years the College paid a license fee in the amount of $84,000 to the Foundation for use of the Nesmith House in Lowell, Massachusetts.

Complete financial statements for the Foundation can be obtained from Middlesex Community College Foundation, Inc., P.O. Box 716, Springs Road, Bedford, MA 01730.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(c) Net Position

Resources are classified for accounting purposes into the following four net position categories:

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

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

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

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

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

(d) 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.

(e) Investments

Investments in marketable securities are stated at fair value.

The College has no donor-restricted endowments.

(f) 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 Commonwealth's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. In addition, the College capitalizes assets acquired under certain grants that have a unit cost of $1,000 or more. Interest costs on debt related to capital assets are 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.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(g) Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation and certain post-retirement benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College.

(h) 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, 2013 and 2012. The accrued sick leave balance represents 20% of amounts earned by those employees with or expected to have ten or more years of Commonwealth service at June 30, 2013 and 2012. Upon retirement, these employees are entitled to receive payment for this accrued balance.

(i) Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The College records its portion of the workers' compensation in its records. Worker's compensation costs are actuarially determined based on the College's actual experience.

(j) 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 recorded as unearned revenue until earned.

(k) 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.

(l) Tax Status

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

(m) Use of Estimates

The preparation of financial statements in conformity with U.S. 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 dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

(2) Cash and Investments

(a) Investment Policy

In accordance with Chapter 15A of the Massachusetts General Laws, the Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the

(Continued)

Commonwealth legislature or derived from federal allocations. The principal objectives of the investment policy are: (1) safety of principal, (2) liquidity for operating needs, (3) return on investment, and (4) diversification of risk. The Board of Trustees supports 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 will, from time to time, establish investment fund ceilings and broad asset allocation guidelines, and authorizes the Chief Financial Officer to invest, or instruct the Comptroller to invest, the College's funds within the guidelines established by the investment policy.

The Short Term Asset Reserve (STAR) fund is designed as an investment vehicle for bond proceeds of organizations that borrow through the Massachusetts Development Finance Agency. The STAR fund operates as a Rule 2a-7-like pool and the value of the College's investment in the STAR fund represents its value of the pool's shares. The custodian of the invested funds is U.S. Bank.

(b) Summary of Deposits and Investments

Deposits and investments consist of the following at June 30:

Deposits and investments		2013	2012
Cash deposits	$	5,401,103	8,966,678
STAR Fund – restricted cash		1,359,584	1,344,908
Municipal notes		1,017,378	1,012,970
Certificates of deposit		3,900,957	3,722,974
Money market funds		8,182,046	2,722,380
Bond mutual funds		2,195,931	2,218,032
Equity mutual funds		2,920,814	2,559,716
Total deposits and investments	$	24,977,813	22,547,658

(c) Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of a bank failure, the College's deposits may not be recovered. Deposits, including certificates of deposit, are made in domestic banks that are federally insured and in some banks that are Massachusetts banks with supplemental insurance for those accounts exceeding the federally insured limits. The College's bank balances, including certificates of deposit, as of June 30, 2013 and 2012 were $10,417,531 and $13,650,055 respectively. Of these balances, $5,609,622 and $413, respectively, were exposed to custodial credit risk as uninsured and uncollateralized. To mitigate custodial credit risk for deposits, the College obtains ratings for all banks and credit unions which hold the College's investments. A star rating of 3+ stars from BauerFinancial is required before investing any College funds in an institution.

Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty, the College may not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. As of June 30, 2013 and 2012, $1,003,250 and $1,001,369, respectively, of the College's investments of $15,675,753 and $9,858,006, respectively, were uninsured, not registered in the name of the College and exposed to custodial credit risk. To mitigate

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

custodial credit risk on investments, the College requires the custodian to report quarterly to the Investment Committee showing securities held, and fund activity.

(d) Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Maturities of investments exposed to interest rate risk at June 30, 2013 and 2012 consist of:

	2013				
		Investment maturities (in years)			
Investment type	Fair value	Less than 1	1 to 5	6 to 10	More than 10
STAR fund	$ 1,359,584	1,359,584	—	—	—
Municipal notes	1,017,378	1,017,378	—	—	—
Certificates of deposit	3,900,957	3,900,957	—	—	—
Money market funds	8,182,046	8,182,046	—	—	—
Bond mutual funds	2,195,931	—	—	2,195,931	—
	$ 16,655,896	14,459,965	—	2,195,931	—

	2012				
		Investment maturities (in years)			
Investment type	Fair value	Less than 1	1 to 5	6 to 10	More than 10
STAR fund	$ 1,344,908	1,344,908	—	—	—
Municipal notes	1,012,970	1,012,970	—	—	—
Certificates of deposit	3,722,974	3,722,974	—	—	—
Money market funds	2,722,380	2,722,380	—	—	—
Bond mutual funds	2,218,032	—	—	2,218,032	—
	$ 11,021,264	8,803,232	—	2,218,032	—

To mitigate interest rate risk, it is the policy of the College to generally not exceed one (1) year in its maturities of Operating Fund investments.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(e) Credit Risk

Credit risk for investments is the risk that an issuer or other counter party to a debt security will not fulfill its obligations. The following is a listing of credit quality ratings of the College's investments in debt securities as of June 30:

	2013				
		Quality ratings			
Rated debt investments	Fair value	AAA	BB	B	Unrated
STAR fund	$ 1,359,584	1,359,584	—	—	—
Municipal notes	1,017,378	—	—	—	1,017,378
Certificates of deposit	3,900,957	3,900,957	—	—	—
Money market funds	8,182,046	3,088,034			5,094,012
Bond mutual funds	2,195,931	—	816,423	1,026,751	352,757
Total	$ 16,655,896	8,348,575	816,423	1,026,751	6,464,147

	2012				
		Quality ratings			
Rated debt investments	Fair value	AAA	BB	B	Unrated
STAR fund	$ 1,344,908	1,344,908	—	—	—
Municipal notes	1,012,970	—	—	—	1,012,970
Certificates of deposit	3,722,974	3,722,974	—	—	—
Money market funds	2,722,380	2,722,380	—	—	—
Bond mutual funds	2,218,032	—	816,423	1,026,751	374,858
Total	$ 11,021,264	7,790,262	816,423	1,026,751	1,387,828

The College manages credit risk by purchasing investment grade securities with a high concentration in securities rated AAA and above.

(f) Concentration of Credit Risk

The College had no investments that exceeded 5% of its total investments at June 30, 2013. Investments representing more than 5% of the College's total investments at June 30, 2012 are as follows:

2012			
Issuer	Investment type	Fair value	Percentage of the total
JP Morgan Mortgage	Bond mutual funds	$ 837,991	6
Ridgeworth SEIX float	Bond mutual funds	709,220	5

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(g) Investments of the Foundation

The Foundation's investments consist of the following at December 31 and are summarized as follows:

	Fair value	
	2013	2012
Fixed income securities	$ 563,325	782,698
Equity securities	1,621,897	1,188,587
Bank certificates of deposit	1,050,194	705,913
	$ 3,235,416	2,677,198

(3) Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $1,132,360 and $967,412 at June 30, 2013 and 2012, 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) Accounts and Other Receivables

Accounts receivable include the following at June 30:

	2013	2012
Student accounts receivable	$ 4,653,008	4,015,571
Grants receivable	362,747	102,124
Other receivables	117,524	127,049
	5,133,279	4,244,744
Less allowance for doubtful accounts	(1,976,791)	(1,895,349)
	$ 3,156,488	2,349,395

(5) Loans Receivable

Loans receivable include the following at June 30:

	2013	2012
Perkins loans receivable	$ 426,847	433,681
Nursing loans receivable	16,211	16,132
	443,058	449,813
Less allowance for doubtful accounts	(100,000)	(100,000)
	$ 343,058	349,813

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(6) Capital Assets

Capital assets of the College consist of the following at June 30:

	2013					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Construction in progress	–	$ 2,192,865	177,801	–	(1,838,125)	532,541
Land	–	1,986,303	–	–	–	1,986,303
Total not being depreciated		4,179,168	177,801	–	(1,838,125)	2,518,844
Capital assets being depreciated:						
Building, including improvements	20 – 40	74,283,159	1,003,232	–	1,838,125	77,124,516
Furnishings and equipment	5 – 10	2,750,787	–	(228,744)	–	2,522,043
Total being depreciated		77,033,946	1,003,232	(228,744)	1,838,125	79,646,559
Less accumulated depreciation:						
Building, including improvements		(51,274,701)	(2,773,581)	–	–	(54,048,282)
Furnishings and equipment		(3,504,597)	(145,685)	228,744	–	(3,421,538)
Total accumulated depreciation		(54,779,298)	(2,919,266)	228,744	–	(57,469,820)
Capital assets, net		$ 26,433,816	(1,738,233)	–	–	24,695,583

	2012					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Construction in progress	–	$ 559,502	1,912,127	–	(278,764)	2,192,865
Land	–	1,986,303	–	–	–	1,986,303
Total not being depreciated		2,545,805	1,912,127	–	(278,764)	4,179,168
Capital assets being depreciated:						
Building, including improvements	20 – 40	73,487,268	517,127	–	278,764	74,283,159
Furnishings and equipment	5 – 10	2,750,787	–	–	–	2,750,787
Total being depreciated		76,238,055	517,127	–	278,764	77,033,946

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

	2012					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Less accumulated depreciation:						
Building, including improvements		$ (48,582,293)	(2,692,408)	—	—	(51,274,701)
Furnishings and equipment		(3,411,791)	(92,806)	—	—	(3,504,597)
Total accumulated depreciation		(51,994,084)	(2,785,214)	—	—	(54,779,298)
Capital assets, net		$ 26,789,776	(355,960)	—	—	26,433,816

(7) Long-Term Liabilities

Long-term liabilities at June 30 consist of the following:

	2013					
	Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
Notes payable:						
Revenue notes payable	$ 5,614,245	—	(388,883)	5,225,362	413,883	4,811,479
Total notes payable	5,614,245	—	(388,883)	5,225,362	413,883	4,811,479
Liabilities for compensated absences:						
Accrued sick and vacation	5,463,680	415,100	—	5,878,780	3,582,167	2,296,613
Workers' compensation	222,098	71,796	—	293,894	64,657	229,237
Total liabilities	$ 11,300,023	486,896	(388,883)	11,398,036	4,060,707	7,337,329

	2012					
	Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
Notes payable:						
Revenue notes payable	$ 5,988,129	—	(373,884)	5,614,245	388,884	5,225,361
Total notes payable	5,988,129	—	(373,884)	5,614,245	388,884	5,225,361
Liabilities for compensated absences:						
Accrued sick and vacation	5,070,140	393,540	—	5,463,680	3,219,938	2,243,742
Workers' compensation	177,954	44,144	—	222,098	48,862	173,236
Total liabilities	$ 11,236,223	437,684	(373,884)	11,300,023	3,657,684	7,642,339

The revenue notes payable are payable semiannually through 2022 in principal repayment amounts between $340,000 and $660,000. Interest is payable semiannually (April 2 and October 2) at a predetermined rate that varies between 4.00% and 5.00%. Unamortized issuance costs related to these bonds of $82,656 and $91,133, respectively, as of June 30, 2013 and 2012, are included in other noncurrent assets and are being amortized over the 25-year repayment of the notes.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

The College maintains a debt reserve account with the Massachusetts Development Finance Agency of $1,359,584 which was funded from the proceeds of the bonds.

Payments on 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:		
2014	$ 420,000	253,750
2015	440,000	232,250
2016	460,000	209,750
2017	485,000	186,125
2018	510,000	161,250
2019 – 2023	2,970,000	386,500
	5,285,000	$ 1,429,625
Less unamortized discount	(59,638)	
	$ 5,225,362	

Total interest expense for 2013 and 2012 was $269,188 and $288,560, respectively.

The College leases space to provide student, faculty, and staff parking at its Lowell campus. Office space is also leased in Woburn, Cambridge and Chelsea to support career and job placement services.

The following schedule summarizes future minimum payments due under noncancelable operating leases as of June 30, 2013:

	Operating leases
Year ending June 30:	
2014	$ 756,356
2015	751,397
2016	750,946
2017	179,286
2018	179,286
2019	104,584
	$ 2,721,855

Rental expense for operating leases was $734,696 and $734,245 for the years ended June 30, 2013 and 2012, respectively.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(8) 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.

(9) 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 composed of the following at June 30:

		2013	2012
Restricted – expendable:			
Academic programs	$	2,240,166	1,558,239
	$	2,240,166	1,558,239

(10) Unrestricted Net Position

The College's unrestricted net position at June 30 are composed of the following:

		2013	2012
Net position designated by the College's Board of Trustees for the following purposes:			
Renovation and Deferred Maintenance Fund:			
Building renovation and modernization	$	2,000,000	2,000,000
Energy efficiencies and improvements		3,500,000	2,500,000
Various building roof repairs		250,000	250,000
Parking and roadway repairs		350,000	350,000
Life safety and security improvements		200,000	200,000
Planning, engineering and design cost		150,000	150,000
Total Renovation and Deferred Maintenance Fund		6,450,000	5,450,000
Technology Improvements Fund:			
Computer upgrade and replacement		1,250,000	1,250,000
Academic equipment and software updates		500,000	500,000
Technology infrastructure improvements		500,000	500,000
Total Technology Improvements Fund		2,250,000	2,250,000

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

	2013	2012
Plant Fund:		
Capital facility study, design and construction	$ 3,500,000	3,000,000
Total Plant Fund	3,500,000	3,000,000
Stabilization Fund:		
For Academic program continuity	3,071,956	3,032,472
Total Stabilization Fund	3,071,956	3,032,472
	$ 15,271,956	13,732,472

(11) Contingencies

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

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. 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). Individuals pay into the Program 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 from the Program 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 leases approximately 16,000 square feet of office and classroom space from the Lowell Middlesex Charter School (the School), a related party. The lease agreements had an expiration date of June 30, 2013 and were formally renewed on September 24, 2013 by both parties for the period July 1, 2013 through June 30, 2014, the next expiration date. Monthly rental payments for all leases are approximately $13,417 per month

Under the terms of the lease, the College has the right to extend the expiration date by giving written notice to the School within 30 days prior to the then scheduled expiration date. Further, the lease agreements allows for the School to revoke the lease agreements at any time upon 45 days written notice to the College. Currently management of the College and the School has no plans that would result in the termination of the leases.

The College spent $222,379 for leasehold improvements in the leased spaced that have been capitalized as of June 30, 2013.

(Continued)

MIDDLESEX COMMUNITY COLLEGE

Notes to Financial Statements

June 30, 2013 and 2012

(12) Operating Expenses

The College's operating expenses, on a natural classification basis, are composed of the following for the years ended June 30:

	2013	2012
Compensation and benefits	$ 49,802,753	48,390,001
Supplies and services	14,413,070	12,686,907
Depreciation and amortization	2,919,266	2,785,214
Scholarships and fellowships	3,585,669	4,238,210
	$ 70,720,758	68,100,332

(13) State Appropriations

The College's state appropriations are composed of the following for the years ended June 30:

	2013	2012
Direct unrestricted appropriations	$ 18,252,811	17,935,437
Add fringe benefits for benefited employees on the state payroll	4,400,136	5,555,692
Less day school tuition remitted to the state and included in tuition and fee revenue	(200,910)	(291,333)
Total unrestricted appropriations	$ 22,452,036	23,199,796
State capital contribution	$ 165,247	696,785
Total restricted appropriations	$ 165,247	696,785

(14) Fringe Benefit Programs

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post – employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth.

(a) Retirement Plan

The Commonwealth 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 is charged for contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. Such pension expense amounted to $1,958,345 and $2,354,279 for the years ended June 30, 2013 and 2012, 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 68% of annual total payroll for the College in 2013 and 2012, respectively.

(Continued)

(b) Insurance

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation, and health insurance. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to $100,000 per occurrence, in most circumstances. The Group Insurance Commission administers healthcare and other insurance for the Commonwealth's employees and retirees. The Commonwealth assesses the state agencies and departments a portion of the cost related to health insurance, and as such Government Accounting Standards Board No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, was appropriately implemented at the Commonwealth, not the College.

As of June 30, 2013, the College had paid for all amounts charged to it through the Commonwealth's fringe benefit recovery program.

(c) Other Employee Benefits

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these Plans and no obligation for any future pay-out.

(15) Pass-through Grants

The College distributed $5,271,019 and $6,220,278 during 2013 and 2012, respectively, for student loans through the U.S. Department of Education Federal Direct Student Loans program. These distributions and related funding sources are not included as expenses and revenues nor as cash disbursements and cash receipts in the accompanying financial statements.

(16) Subsequent Events

In FY2013, the College continued to work in furtherance of the next phase of approval for the Academic Arts Classroom building project that will be housed in historic Boston & Maine Railroad building in downtown Lowell. The building was acquired from the federal government in 2008 and will be used to provide critically needed music, dance and performing arts classroom space. The study, funded by the college, was completed a year ago. In September 2013, the state approved the funds in the budget for the project's design and construction. This phase of work will commence in 2013, with construction occurring through 2014 and 2015 and building occupancy planned for fall of 2016.

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Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

The Board of Trustees
Middlesex Community College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely presented component unit of Middlesex Community College (the College) as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated November 1, 2013. Our report includes a reference to other auditors who audited the financial statements of the Middlesex Community College Foundation, Inc., as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations,

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contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

KPMG LLP

November 1, 2013

MCC 2014 NEASC Self-Study Workroom

Supporting documents and resources listed for MCC's comprehensive Self-Study can be found at:

https://www.middlesex.mass.edu/NEASC/Workroom

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NEASC 2014
Accreditation Self-Study

Submitted September 2014

List of Digital Workroom Documents

Prepared for a Comprehensive Evaluation of the College by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges.

Standard 1: Mission and Purpose

- Mission Statement
- Massachusetts Community College System Mission Statement
- Institutional Values
- MCC Mission Summary Document
- Institutional Accountability Indicators
- Massachusetts Department of Higher Education Vision Project Key Outcomes

Standard 2: Planning and Evaluation

- A Focus on Student Achievement, Workforce Development and Civic Engagement (2003-2006)
- 2007-2010 Strategic Plan
- Your Voice, Your Experience, Our Success (2011-2014)
- CCSSE Survey
- PACE Survey
- Fact Books 2005-2013
- Strategic Planning Website
- 2007 Master Plan by Sasaki Associates
- Annual Budget Projections
- Technology Strategic Plan
- Technology Center Tactical Plan
- Academic and Student Affairs Strategic Directions 2011-2014
- Library Strategic Plan
- Admissions Annual Projections
- Library Program Review
- Environmental Scan
- Program Review Process
- Program Review Templates
- Middlesex Community College Planning, Performance and Assessment Website
- Strategic Plan
- Annual Budget Projections
- Academic and Student Affairs Strategic Directions 2011-2014
- Technology Strategic Plan
- Library Strategic Plan
- Fact Book
- Academic and Student Affairs Strategic Directions 2011-2014
- 2012 PACE survey results

Standard 3: Organization and Governance

- Massachusetts General Laws
- Cabinet
- FSA By-Laws
- FSA Committee Structure
- FSA Executive Committee
- Board of Trustees Self-Evaluation Information (Board Surveys and Board Retreat Evaluation)
- 2012 PACE Survey

Standard 4: The Academic Program

- Listing of Associate Degree and Credit Certificate Programs
- Vision Project Information
- Online and Hybrid Course Offerings
- Associate Degrees and Certificate Programs offered online
- Programs that offer 50% or more of their courses online
- Program Review Templates
- Relevant Data Sets (Human Services and Dental Lab. Tech.)
- Middlesex Community College Foundation Grant Information
- Minigrant list
- Perkins Grant Information
- Curriculum Initiative Budget Information
- Massachusetts Department of Higher Education MassTransfer Program Requirements
- Institutional Student Learning Outcomes
- Massachusetts Board of Higher Education Guidelines
- Advising Schedules
- Academic Progress Information
- Course Repeat Policy
- Fresh Start Policy
- Student Code of Conduct
- Honor Code
- Transfer Articulation Agreements
- Assessment Rubrics
- General Education Review Committee (GERC) Website
- Sample Applications for General Education Courses

Standard 5: Faculty

- College Hiring Policies and Procedures
- Agreement by and Between the Board of Higher Education and the Massachusetts Community Council for Full- and Part-Time Day Faculty and Professional Staff (MCCC Agreement)
- Agreement for Division of Continuing Education between the Massachusetts Board of Higher Education and the Massachusetts Community College Council/Massachusetts Teachers Association (DCE Agreement)
- Honor Code
- Definition of Plagiarism and Plagiarism Workshop Information
- Professional Development Exit Evaluations

Standard 6: Students

- Articulation Agreements
- Dual Enrollment Academy
- Massachusetts Community College Workforce Development Transformation Agenda
- Admissions Website
- Affirmative Action
- Getting Started Information
- The Academic Centers for Enrichment
- Getting Started Information
- Orientation
- Academic, Career and Transfer Advising Centers
- Advisor Guide for Student Services On-Campus
- Advising Syllabus
- Advising Guides
- STEM Starter Academy
- Massachusetts Department of Higher Education's Linear Trends Report
- Vision Project Dashboard
- Strategic Plan and Vision Project
- First-Year Experience
- Getting Started
- Orientation
- Welcome Month Social Activities
- Athletic Activities
- First-Year Experience Engagement Activities
- First-Year Experience General Education Seminars
- Connecticut Distance Learning Consortium
- Disability Support Services
- The Transition Program
- Inclusive Enrollment Program
- Center for Leadership & Engagement

- Student Clubs and Organizations
- Student Union Government Association
- Co-Curricular Engagement Activities
- Civic Engagement
- The Office of International and Multicultural Affairs
- International Education Fellowships
- Veterans Resource Centers
- Center for Health & Wellness
- Club Teams
- Financial Aid Office
- Financial Aid TV
- The Ethical and Compliance Standards
- Honor Code
- Code of Conduct
- Grievance Procedures
- Student Handbook
- Education Records And Transcripts
- Student Assessment and Intervention Team
- Program Reviews
- A Web Presence Dedicated to the Adult Student
- Vision Project
- Environmental Scan
- Academy of Health Professions
- 2008-2013 Title III Strategies For Success
- Complete College America
- Reverse-Transfer
- Program Reviews
- The Compass
- Disability Support Services Program Review

Standard 7: Library and Other Information Resources

- Program Review
- Strategic Plan

Standard 8: Physical and Technological Resources

- Lowell Campus
- Bedford Campus
- Educational Spaces on Campus
- Emergency Management Plan
- Technology Strategic Plan

- Technology Center Tactical Plan
- MCC Website
- MCC Student Portal
- Middlesex Community College Mobile Application
- Master Plan
- Sightlines FY12 and Sightlines FY13
- Master Plan
- American College and University President's Climate Commitment
- Sightlines FY12 and Sightlines FY13
- Sasaki Master Plan
- Technology Strategic Plan
- Technology Center Tactical Plan

Standard 9: Financial Resources

- Massachusetts General Laws Chapter 15A Section 22
- Financial Plans
- Massachusetts Community College Funding Formula
- Key Indicators
- Budget Guidelines
- Annual Local Budget Planning Process
- Local Budget
- Documented and Consistently Implemented Fiscal Policies
- The Office of Resource and Leadership Development Federal, State and Local Grant Information
- MCC Foundation Written Policies
- Three-year Budget Forecasting
- Auditors Report on Compliance and Internal Control
- A-133 Audit FY12 and FY13
- MCC Foundation Annual Report

Standard 10: Public Disclosure

- Academic Catalog
- Admissions View Books (Adults and Traditional Students)
- Admissions Packets for Selective Admission Programs (ASAC materials and application & Dental Assisting materials and application)
- Community and Corporate Education Advising Schedule
- Semester Advising Schedule
- Fact Book
- Community Standards
- Admission Information
- Attendance Information
- MassTransfer

- Specific Articulation Agreements
- Program Advising Guides (Paralegal Major and Music Major)
- Semester Advising Schedule
- Student Handbook
- Fact Book
- Assessment Plan
- Icons for Institutional Student Learning Outcomes
- Financial Aid Website

Standard 11: Integrity

- Honor Code
- Middlesex Core Commitments
- Student Code of Conduct
- Student Grievance Procedure
- The Computer and Network Usage Policy
- Copyright and Intellectual Property Policy
- Massachusetts State Ethics Commission Policies
- Massachusetts Board of Higher Education and the National Association of Financial Aid Administrators Statements of Ethical Principles and Codes Of Conduct
- Collective Bargaining Agreements
- National Coalition Building Institute (NCBI)
- Massachusetts Community College Affirmative Action Plan
- Statewide Affirmative Action Plan
- Non-Discrimination Policies
- Grievance Processes
- Non-Unit Management Agreement
- Student Completion Rates
- Gainful Employment Information
- Campus Security Report
- Drug and Alcohol Policy
- Sexual Harassment Policy
- Sex Offender Report

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