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Institutional Characteristics

General Information

(Academic Year: 1993–1994)

- Name:** Middlesex Community College
- Address:** Springs Road
Bedford, Massachusetts 01730
Phone: (617) 280-3200
Kearney Square
Lowell, Massachusetts 01852
(508) 656-3200
- Date institution was chartered or authorized:** 1968
- Date institution enrolled first students in degree programs:** 1970
- Date institution awarded first degrees:** 1971
- Type of control:** Public, State of Massachusetts
- Authorizing Agency:** Higher Education Coordinating Council (HECC)
Degrees: Associate in Arts, Associate in Science
- Levels of postsecondary offerings:**
 - Less than one year of work
 - At least one but less than two years
 - Diploma or certificate programs of a least two but less than four years
 - Associate degree-granting program of at least two years
 - Training programs for baccalaureate degree holders
- Type of undergraduate programs:**
 - Occupational training at the craftsman/clerical level (certificate or diploma)
 - Occupational training at the technical or semi-professional level (degree)
 - Two-year programs designated for full transfer to a baccalaureate degree
 - Liberal arts and general
 - Teacher preparatory
- Calendar system:** Semester
- Normal credit-hour load per semester:** 12–15 hours
(The college considers students who carry 12 credits per semester to be full time. FTE's for state and federal reports, however, are based on a 15 credit hour load.)

12. Student population headcounts:

	<u>Total</u>	<u>Male</u>	<u>Female</u>
Full-Time	3181	1376	1805
Part-Time	2177	765	1412
FTE	4199		
Non-Credit Enrollment	1022		

(FTE figure includes students enrolled in credit courses but not yet in a degree program.)

Nationally Accredited Programs

<u>Program</u>	Accrediting Agency
Business Administration	<i>Association of Collegiate Business Schools & Programs</i>
Dental Assisting	<i>Commission on Dental Accreditation</i>
Dental Hygiene	<i>Commission on Dental Accreditation</i>
Dental Laboratory Technician	<i>Commission on Dental Accreditation</i>
Diagnostic Medical Sonography	<i>Joint Review Commission on Education in Diagnostic Medical Sonography</i>
Medical Laboratory Technician	<i>National Accrediting Agency for Clinical Laboratory Sciences</i>
Nursing	<i>National League for Nursing</i>
Radiologic Technology	<i>Joint Review Commission on Education in Diagnostic Medical Sonography</i>

Institutional History

(Since 1986 Accreditation)

- 1969** College is established under the 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.
- 1974** Funding appropriated for the purchase of Marist Seminary property as permanent site for the college; enrollment reaches 1427 and 4820 continuing education students, with 18 programs.
- 1979** College is reaccredited by NEASC.
- 1982** Burlington Campus is leased.
- 1986** Completed Campus Master Plan is submitted to the Division of Capital Planning and Operations; enrollment stands at 2425 and 4442 DCE students, in 34 programs.
- 1987** Campus in Lowell opens at leased space at Wannalancit Office and Technology Center.
- 1988** Funding appropriated to finance completion of permanent facilities for Bedford Campus. Evan S. Dobelle succeeds James E. Houlihan as president upon the latter's retirement.
- 1989** Governor visits Middlesex to announce commitment to fund permanent campus development.
- 1990** In its third year in Lowell, overall MCC enrollment (Bedford/Lowell) growth is 40–45%.
MCC purchases Wang Corporate Education Center building in Lowell for City Campus; move from Wannalancit Mill takes place.
- 1991** Carole A. Cowan is appointed president.
City Campus opens in Lowell.
Construction of permanent Bedford Campus begins.
- 1992** Master plan for Health, Science & Technology Center approved; HEFA bond funding secured for purchase and renovation of Middle Street buildings for Health, Science & Technology Center.
Permanent Bedford Campus opens.
- 1993** Health, Science & Technology Center (Phase I) opens in Lowell.
College Five Year Strategic Plan completed and implemented.
- 1994** Burlington Campus is closed and college consolidation as dual-campus institution in Bedford and Lowell is completed.
Health, Science & Technology Center fully functioning (Phase II completed), including the oral hygiene clinic which serves as clinical site for Dental Hygiene program students and is open to the public.
Nesmith House, historic mansion in Lowell, is acquired by Middlesex Community College Foundation for use as the Lester J. Grant Center for Economic Development and Elkin McCallum Center for International Studies.

Chief Institutional Officers

(A complete set of organization charts can be found on the following pages.)

Function of Official	Name	Exact Title
President/Director	<i>Carole Cowan</i>	President
Executive Vice President	<i>NA</i>	
Chief Academic Officer	<i>Carl Schilling</i>	Vice President for Academic Affairs
Chief Financial Officer	<i>Jay Linnehan</i>	Chief Financial Officer
Chief Student Services Officer	<i>Evelyn Clements</i>	Dean of Student Development
Planning	<i>James Mullen</i>	Vice President for Fiscal and Developmental Affairs
Institutional Research	<i>Lois Alves</i>	Dean of Enrollment Management
Development	<i>Charmian Sperling</i>	Dean of Staff, Program, and Resource Development
Library	<i>Mary Ann Niles</i>	Director of Library Services
Continuing Education	<i>Karen Muncaster</i>	Director of Continuing Education
Grants/Research	<i>Charles Goldberg</i>	Director of Resource Development
Admissions	<i>Debra Regan</i>	Director of Admission
Registrar	<i>Eileen Fagan</i>	Director of Records and Registration
Financial Aid	<i>Vincent Funaro</i>	Director of Financial Aid
Public Relations	<i>Nancy Berman</i>	Coordinator of Publications and Public Information
Alumni Association	<i>Vincent McDonald</i>	Director of Admin. & Community Affairs
Chair, Board of Trustees	<i>James Henderson</i>	Chairman
Academic Divisions	<i>Barry Werner</i>	Dean, Math, Science, & Technology
	<i>Bryan O'Neil</i>	Dean, Business
	<i>Pamela Edington</i>	Dean, Social Sciences & Human Services
	<i>Kent Mitchell</i>	Dean, Humanities
	<i>Cynthia Butters</i>	Dean, Health Careers
Other	<i>Frank Falcetta</i>	Dean of Economic and Community Development
	<i>Richard Correia</i>	Dean of Facilities Management and Capital Projects
	<i>Steve Prouty</i>	Dean, Academic Resources Division
	<i>Molly Sheehy</i>	Dean of the Lowell Campus
	<i>McDonald Furlong</i>	Dean of Academic Programming and Multicultural Affairs
	<i>Christopher Brennan</i>	Associate Dean of Business and Industry
	<i>Caryl Dundorff</i>	Associate Dean of Community Services
	<i>Gary McPhee</i>	Director of Human Resources

Organization Charts

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Preface

Middlesex Community College's Self-Study represents a rigorous self-analysis that began with the formulation of the eleven committees which examined Middlesex in terms of each of the Standards.

When committee volunteers were solicited in the spring of 1993, there was an impressive college-wide response: over 100 people came forward to serve on various committees. Members of the college community were encouraged to serve on committees which represented areas of interest for them, rather than areas in which they worked. In some cases, they were the same; in others, faculty and staff used the Self-Study process as an opportunity to acquaint themselves with unfamiliar terrain. An attempt was made to recruit committee chairs who were not responsible for areas within the Standard they were exploring and who represented the full diversity of roles within the institution. Since committee chairs were to represent the largest proportion of the Self-Study Steering Committee, it seemed important to have both faculty and administrators in these leadership roles. As it turned out, there was a good mix of colleagues from a broad array of disciplines and work areas who subsequently worked together, with the Self-Study Chair, the President, and the two College Vice Presidents on the Steering Committee throughout the year.

Most Steering Committee members had dual roles: they chaired their individual committees, organizing the way in which each Standard's exploration and writing process would take place; and they served with other Steering Committee members as a "review board" for the evolving Self-Study document. At each Steering Committee meeting, committee chairs shared the work of their committees, sought input and advice, and critiqued drafts of committees' individual reports. As the report came together, they made decisions about areas of emphasis, inclusion and exclusion of material, and tone. While meetings were frequent and lengthy, Steering Committee members remained committed to leading and participating fully in the process.

At several steps along the way, the work was guided in important ways. First, we were aided by the wisdom, experience, and encouragement of Dr. Sandra Elman, Associate Director of the Commission on Institutions of Higher Education, who met with MCC faculty and staff in the fall of 1993 to provide further understanding of the process and to answer any and all questions.

Second, a November all-college Professional Day devoted to the Self-Study provided significant insights. Each committee convened two focus groups on questions and issues that arose from their committee discussions, giving the entire college community an opportunity to consider and to react to some of the more complex or controversial issues under discussion.

Third, many of the committees collected opinions and data through questionnaires, surveys and additional open meetings. Such strategies added to the pool of available information and further broadened the involvement of the wider Middlesex community.

Committees completed their research and writing of Description sections by the end of the fall 1993 semester and their drafts of the Appraisal and Projection sections by the end of the academic year. The Steering Committee reviewed drafts in biweekly meetings and several lengthy retreats.

Over the summer months, a smaller committee edited and formatted the report, and prepared it for publication.

The process was characterized throughout by extensive participation, much dialogue and debate, and, ultimately, a high level of consensus regarding strengths, weaknesses and areas of emphasis. The Self-Study document is an accurate and straightforward reflection of that process. Much credit and gratitude go to the committed professionals who served on the Standards committees, and in other ways, as acknowledged on the following pages.

Mission and Purpose Committee

Charles Goldberg (Chair) – Director of Resource Development
Angela Dennis – Secretary to Director of Resource Development
Brian Foye – Instructor, Humanities Division
Paul Gibbons – Assistant Professor, Social Science Department
Mary Anne Miller – Director of Educational Talent Search
Bryan O’Neil – Dean, Business Administration and Office Education Division
Claudine St. Onge – Student
Molly Sheehy – Dean of the Lowell Campus
Emily Smith – Individualized Instruction Specialist, Center for Individualized Instruction
Marilyn Yeo – Career/Personal Counselor, Lowell

Planning and Evaluation Committee

Lois Alves (Chair) – Dean of Enrollment Management
Phyllis Gleason – Assistant Professor, Humanities Division
Anatoly Levin – Coordinator, Testing Service Department
Dennis Malvers – Director of Student Life
Arja Mielonen-Walker – Staff Associate, Testing Service Department
Lynne Osborn – Professor, Science Department
Elizabeth Roop – Assistant Dean of Planning, Research, and Development
Marcel Rosenberg – Student
Ziyadah Shakir – Academic Advisor, Advising Center, Bedford
Barry Werner – Dean, Math/Science/Technology Division
Griselda Wilson – Director, Community Outreach Center

Organization and Governance Committee

Rob Kaulfuss (Chair) – Professor and Chair, Business Administration Department
Mary Cabral – Assistant Professor, Math Department
Evelyn Clements – Dean of Student Development
Catherine Conway – Trustee
Vin Funaro – Director of Financial Aid
Charmaine Hickey – Coordinator, Registration Center in Lowell
Gary McPhee – Director of Human Resources
James Mullen – Vice President for Fiscal and Developmental Affairs
Charlene Sherry – Associate Professor, Business Administration and Office Education Division
Maureen Woolhouse – Assistant Professor, Math Department

Programs and Instruction Committee

Pamela Edington (Chair) – Dean, Social Science and Human Services Division
Marie Caruso – Coordinator, Math Lab, Academic Resources Division, Lowell
Caryl Dundorf – Associate Dean of Community Services
Beth Fraser – Assistant Professor and Chair, Math Department
Darlene Furdock – Assistant Professor, Humanities Division
Peg Jacobs-Bloy.– Professor and Coordinator, Dental Assisting
Jessie Klein – Assistant Professor and Chair, Science Department
Mary-Jane McCarthy – Associate Professor, Humanities Division and Director, Academic Advising
Kent Mitchell – Dean of Humanities Division
Karen Muncaster – Director of Continuing Education
Jane Murphy – Professor, Math Department
Peyton Paxson – Associate Professor, Criminal Justice Department
Cathy Pride – Director of Transfer Articulation
Kathy Saltmarsh – Lead Teacher, Transition Program
Sheila Willard – Professor, Humanities Division

Faculty Committee

Jeanne Newhall (Chair) – Professor, Business Administration and Office Education Division
Bruce Cudney – Associate Professor and Coordinator, Hotel/Restaurant & Travel Services Mgmt.
Pat Demaras – Coordinator of Student Activities in Lowell (part-time)
Donna Duffy – Professor, Social Science and Human Services Division
McDonald Furlonge – Dean of Academic Programs and Multicultural Affairs
Regina Goodwin – Professor, Science Department

Elizabeth Hastings – Professor, Business Administration and Office Education Division
Anne Kostorizos – Professor, Business Administration and Office Education Division
JoAnne Lamoureux – Professor, Dental Hygiene Department
Fran Tolland – Professor, Nursing Department

Student Services Committee

Harriet Stettiner (Chair) – Librarian, Bedford
Nancy Berman – Staff Associate and Coordinator, Publications/Public Information (part–time)
Evelyn Clements – Dean of Student Development
Eileen Fagan – Director of Records and Registration
Lynn Gregory – Career/Personal Counselor, Bedford
Dorothy O’Connell – Director of Health Services
Mike Peregon – Professor, Social Science and Human Services Division
Pat Saisi – Assistant Professor, Radiologic Technology
Vanessa Shannon – Assistant Professor, Humanities Division

Library and Information Resources Committee

Steve Prouty (Chair) – Dean, Academic Resources Division
Roger Edmonds – Professor, Science Department
Joan Kleinman – Professor, Math Department
Mo Moghimi – Associate Professor, Electronics Department
Mary Ann Niles – Library Director
Allyson O’Brien – Librarian, Lowell
Martha Pirone – Learning Disabilities Specialist, Disability Support Services
Bruce Sargent – Professor and Chair, Electronics Department
Eileen Vreeland – Academic Support English Specialist, Academic Resources (part–time)

Physical Resources Committee

Christopher Brennan (Chair) – Associate Dean of Business and Industry
Dick Correia – Dean of Facilities Management and Capital Projects
Ron Grant – Assistant Director of Maintenance and Construction
Orlan Greene – Professor, Humanities Division
Cathy X. Larson – Professor, Business Administration and Office Education Division
Vince MacDonald – Director of Administrative and Community Affairs

Financial Resources Committee

Frank Falcetta (Chair) – Dean of Economic and Community Development
Yvonne Porter – Administration Assistant to the Dean of Economic and Community Development
Dick Dery – Director of Business Services
Regina FoxTree – Associate Professor, Science Department
Jay Linnehan – Chief Financial Officer, Budget and Fiscal Services
Phil Mahler – Professor, Math Department
Gary McPhee – Director of Human Resources
Ed Thompson – Professor, Electro–Mechanical Drafting
Hayat Weiss – Associate Professor, Math Department
Ed Williamson – Professor, Math Department

Public Disclosure Committee

Sue Hunt (Chair) – Professor and Coordinator, Medical Assisting
Cal Kolbe – Senior Writer/Editor, Publications and Staff Development
Elaine Linscott – Professor, Nursing Department
Kathleen Monagle – Director of Disability Support Services
Barbara Schilling – Placement/Transfer Counselor, Bedford

Integrity Committee

Cynthia Butters (Chair) – Dean, Health Careers Division
Sandi Albertson–Shea – Professor, Humanities Division
Yvonne Dunkley – Career/Personal Counselor, Lowell
Jim Haney – Professor and Chair, Performing Arts Department
Debra Regan – Director of Admissions
Donna Rollo – Assistant Professor and Chair, Dental Hygiene Department
Evy Saulich – Career Development Specialist, Transition Program

Self-Study Steering Committee

Charmian Sperling (Chair) – Dean of Staff, Program, and Resource Development;
Self-Study Coordinator

Carole Cowan – President

Carl Schilling – Vice President for Academic Affairs

James Mullen – Vice President for Fiscal and Developmental Affairs

Charles Goldberg – Chair, Mission and Purpose Committee

Lois Alves – Chair, Planning and Evaluation Committee

Rob Kaulfuss – Chair, Organization and Governance Committee

Pamela Edington – Chair, Programs and Instruction Committee

Jeanne Newhall – Chair, Faculty Committee

Harriet Stettiner – Chair, Student Services Committee

Steve Prouty – Chair, Library and Information Resources Committee

Christopher Brennan – Chair, Physical Resources Committee

Frank Falcetta – Chair, Financial Resources Committee

Sue Hunt – Chair, Public Disclosure Committee

Cynthia Butters – Chair, Integrity Committee

Publication Committee, Summer 1994

Charmian Sperling

Cal Kolbe

Rob Kaulfuss

Lois Alves (Institutional Data)

Self-Study Secretary

Nancy Sullivan

Graphic Design

Rob Kaulfuss

Heidi Dunkers

Overview

In the late 1980's, Middlesex began a purposeful advance toward becoming a community college for citizens of the next century. A progressive outlook has dominated Middlesex Community College's academic, administrative, and geographic/demographic developments over the past six years.

Campus expansion and consolidation is the pivotal factor on which growth and development at MCC has proceeded since 1988. Within a five-year period, Middlesex opened a campus in Lowell; the original Bedford location and its supplementary campus in Burlington were phased out; and the permanent Bedford Campus was established at a 205-acre, 13-building site within the town of Bedford and including acreage in the bordering town of Billerica. Perhaps the signal achievement of this dynamic period has been the realization of a dual-campus institution with a single-college identity.

The College also experienced its first substantial changes in leadership during those same years. Its founding president, James E. Houlihan, retired after twenty years of service; Evan Dobelle brought changes in management style and development pace as MCC's second president; and in 1991, Carole Cowan moved up from Dean of Administration and Finance to become Middlesex's third and current president.

The college's academic and administrative functions were essentially uninterrupted throughout those years of enormous change; and except for periods of predictable inconvenience and stress, the institution's character remained stable and, in fact, Middlesex embarked upon numbers of new initiatives, while dedicated to its primary mission: serving the educational needs of its enlarged and increasingly diversified constituencies.

The resulting division and departmental changes, new campus facilities, improved internal and external operational systems, partnerships with local schools and business, plus a range of regional, national and international initiatives arose out of changing conditions within our service area and in the broader (global) communities that are the driving force in present-day higher education. Some of these plans were reactive, some proactive, but all have been carried out to fulfill present needs and future projections.

The two summary lists below suggest the scope and substance of initiatives developed and implemented at Middlesex since the 1986 accreditation.

Academic and Direct Student Services

- The inception and impact of a newly-established Academic Resources Division which has strengthened the Center for Individualized Instruction and improved student testing/assessment and academic support (tutoring, and reading, writing, math and computer labs).
- Academic advising centers at both campuses.
- Efforts to keep library collections updated and relevant to contemporary issues and curricular content; significant progress in expanded computer-aided bibliographic, research, cataloguing systems, and inter-library loans.
- Steady progress toward instituting a new core curriculum.
- Increased staffing and emphasis on disability support services.
- A newly-created position, Director of Transfer Articulation, to negotiate, sustain, and encourage linkage of MCC with secondary and vocational schools and with baccalaureate institutions.

- New degree and certificate programs geared to current and future employment trends (e.g., Biotechnology, Environmental Technology, Alcohol, and Substance Abuse Counseling).
- Substantive progress toward integrating diversity and intercultural elements into the curriculum and co-curriculum.
- International initiatives: faculty and student exchanges; college-sponsored student travel abroad; visiting scholars, Southeast Asian and Latin American Institutes and East-West regional center; international contract training; satellite campus in Shandong Province, China.

Administrative and Operational

- Campus construction, consolidation and expansion.
- Installation and implementation of inter-and intra-campus communications and information technologies (telephone system, computerization, etc.)
- A new enrollment processing system as a component of the One-College concept and computer-linked admissions, testing, advising, and registration.
- Staff Development providing professional stimulus at all levels through college-wide eligibility.
- An Institutional Planning Office providing internal databases for long-term and short-term projections.
- Growth and recognition for grant-funded long-term community outreach projects, e.g., MCC's Lowell-Middlesex Academy, named one of the state's first charter schools.
- Efforts to blend and bring parity to day/evening offerings and services.
- The MCC Foundation, Inc., acquisition and restoration of the historic Nesmith House for MCC Centers for Economic Development and International Studies.

The Self-Study report which follows details the specific ways in which Middlesex meets NEASC Standards for Accreditation; it provides, as well, a sense of Middlesex as a unique institution, with its own defining qualities and characteristics.

STANDARD 1 – Mission and Purpose

Description

Overview

The current statement of Middlesex Community College's mission and purposes was developed as part of *Mapping the Future*, a five-year (1992-1997) institutional plan. Throughout 1992 and into early 1993, faculty and staff were invited to participate in college-wide forums to discuss the mission and purposes of the institution and to help with the drafting of a revised statement. A preliminary draft was presented at two public meetings in December, 1992, and a special committee was formed to produce a further revision based upon the suggestions made at those meetings. Additional drafts were scrutinized by the members of the Academic Council, the President's Cabinet, and the Board of Trustees, resulting in a final draft in February, 1993.

In June, 1992, the Higher Education Coordinating Council of Massachusetts (HECC) published mission statements for all segments of the public higher education system of the Commonwealth; that publication included Middlesex's newly-revised statement, developed in accordance with HECC guidelines and approved by HECC. Middlesex Community College subsequently published the statement in its five-year plan, *Mapping the Future*, completed in February, 1993 (see Workroom). This mission statement was approved by the Middlesex Community College Board of Trustees on March 25, 1993, and was officially approved by the Higher Education Coordinating Council on June 8, 1993. The statement is quoted in its entirety below.

Mission Statement

Middlesex Community College is guided by the tenets of the statewide mission described by the Higher Education Coordinating Council (1992). Within the system of public higher education, the Community Colleges open "pathways for individuals to enter careers or continue to baccalaureate education and extend the resources of higher education to communities throughout the state." The Community College is dedicated to serving an academically, economically, and culturally diverse population with certificate and associate degree programs, and responding to a changing economy through partnerships with business and industry for job training, retraining, and certification.

The College's statement localizes the statewide mission with its emphasis on access and excellence, support and diversity, and social and economic development.

Middlesex Community College looks to the future with a strong commitment to educational excellence, responsiveness, and innovation in a rapidly changing world. Providing education, training, and cultural opportunities, the College seeks to enrich the lives of the residents and promote the development of the diverse urban and suburban communities of Middlesex County.

Middlesex is committed to high academic standards, instructional excellence, and the continued growth and development of students, faculty and staff. In an atmosphere of care and encouragement, the College helps students assess their educational needs, fosters their academic and personal growth, and enhances their opportunities for achievement, now and in the future. The College is distinguished by the professional competence of its faculty and staff, developmental programs, student support system, multicultural services and international programs, and programs for regional economic development.

The College promotes open access and equal opportunity, welcoming, without discrimination, all who seek knowledge and growth. Middlesex responds to the educational needs and abilities of each student, promoting the knowledge, understanding, and insight essential to a meaningful life. Middlesex Community College offers associate degree and certificate programs which provide preparation for further study or entry into specific occupations.

Middlesex Community College serves as a vital educational, economic and cultural resource, in partnership with the residents of Middlesex County. The College collaborates with transfer institutions, public school systems, businesses and service organizations to provide opportunities

for students to thrive in a global society. With campuses in suburban Bedford and the city of Lowell, Middlesex Community College serves as a center for the enhancement and enrichment of community life. The College takes pride in offering educational, cultural, recreational, and artistic programs reflective of the rich diversity of our region.

Mapping the Future identifies eight Institutional Priorities which more specifically define the key functional elements of the institution's mission and purpose:

Institutional Priorities

- 1. Academic Quality and Teaching Excellence**
Ensure the provision of excellent academic programs responsive to community needs through systematic program assessment and review which emphasizes and supports teaching excellence with continued development and recognition to promote increased student learning, graduate placement, and employer satisfaction.
- 2. Access and Opportunity**
Ensure access for academically and economically disadvantaged students through increased community outreach, academic and student support services and private scholarship funding, resulting in increased educational opportunity.
- 3. Cultural Diversity**
Create a college-wide climate which reflects the cultural diversity of the community through increased multicultural and international programming, education and training, as well as balanced recruitment and employment practices, resulting in increased cultural understanding, value for diversity, and global awareness.
- 4. Student Support**
Emphasize student involvement in learning through the development of services responsive to changing student needs, the provision of intervention programs, and student outreach efforts, resulting in increased student satisfaction and program completion.
- 5. Educational Partnerships**
Develop "seamless" educational programs across the region through the design of academic programs integrated with those of area junior and senior high schools, vocational-technical schools, and baccalaureate colleges, resulting in increased educational access, opportunity, and economic development.
- 6. Operational Effectiveness and Two-Campus Management**
Increase the effectiveness of college operations through coordination, consolidation and cooperation among offices, maximizing the efficiency and effectiveness of service.
- 7. Accountability**
Increase institutional effectiveness through the development of internal assessment and auditing systems, continuing the college's commitment to public accountability.
- 8. Entrepreneurial Spirit and Revenue Generation**
Support the college's entrepreneurial spirit through continued encouragement of and recognition for the development of new initiatives, producing additional revenue streams through increased contract service and new business ventures, as well as a vital, innovative institutional impact on the community.

Appraisal

The revised mission and purposes statement of Middlesex Community College was formally approved by the college's board of trustees in 1993.

Awareness of the Mission and Purpose

In order to ascertain whether and to what extent the mission and purposes of Middlesex Community College are understood and accepted by the members of the college community, the Mission and Purposes Committee distributed a survey to students, faculty and staff on both campuses in October, 1993. One hundred twenty survey responses were received and tabulated. In addition, two focus group sessions were held during the November 12, 1993 Professional Day to discuss the question, "Does Middlesex Community College have a mission that makes sense to you?" These sessions were attended by a total of 29 faculty and staff. The observations and opinions generated by the survey and focus group sessions follow. (For a copy of the survey, please see the Workroom.)

A majority (54%) of the 120 survey respondents indicated that they were aware of the college's official mission statement. A significant minority, however, reported that they were either unaware (38%) or not sure (11%). Especially notable is the distinction between part-time and full-time faculty and staff: 67% of the 61 full-time respondents were aware of the mission and purposes, but only 37% of the 49 part-time respondents indicated such awareness.

While not as high as it might be, it is, nevertheless, heartening that an overall majority reported familiarity with the statement. At the time of the survey, the 1993 Mission Statement had appeared only in the college's five-year plan, a document that was made available but not routinely distributed to all faculty and staff. It had not then appeared in the Academic Catalog, Faculty Handbook, or other generally distributed publications. Inclusion of the mission and purposes statements in such publications will, we believe, significantly increase knowledge of its content among both full and part-time faculty and staff.

There is, however, a distinction between knowing about the mission and purposes of the institution and awareness of the official mission and purposes statement.

Over three quarters (77%) of the respondents agreed that the stated mission and purposes are an accurate reflection of the character of the college, with the remaining respondents equally divided between "no" and "not sure" responses.

Accurate Reflection of MCC's Character

The focus group discussions and some of the written questionnaire responses indicated that the principal area of disagreement in this regard has to do with emphasis. Some would argue that certain aspects of the college's overall mission and purposes should be given priority over others, and that the mission statement should not give equal weight to all the different aspects. This may be a topic for debate in the future, because of the broad and diverse character of the college's functions and goals.

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

The different units of the college do not seem uniformly to carry out a process that explicitly incorporates the mission and purposes of the institution. Many survey respondents indicated that they were unaware of the objectives of their own particular unit of the college. A slim majority (51%) of respondents reported that their department or division has a set of objectives that reflects the mission and purposes of the college. Forty-seven percent reported that they were unsure whether or not this was the case.

The relatively high percentage of “not sure” responses suggests a possible cause for concern at the unit level. Further study must be done to determine what means are used by the different units to set objectives and inform faculty and staff about those objectives. It is likely that the different units will show some variability in this regard, and that some have been more successful than others.

Opportunities to Participate in the Regular Re-evaluation of the Mission and Purposes

Sixty-three percent of the survey respondents reported that MCC does provide opportunities for faculty, staff, students and other members of the college community to participate in the re-evaluation of the mission and purposes. However, while 71% of the full-time faculty recognized the existence of such opportunities, only 48% of part-time faculty did so.

Further, when asked whether they had actually participated in such activities, only 44% of all respondents indicated in the affirmative. Again, the disparity was especially great between part-time and full-time faculty: 58% vs. 19%.

These findings suggest that while all members of the college community are, indeed, invited to participate in various public forums to express opinions or suggestions, some do not hear that message, and many do not take advantage of those opportunities.

Projection

1. The college mission statement will be published regularly in the Academic Catalog, Faculty Handbook, and Student Handbook.
2. Information about the mission and purposes of the college will be disseminated and discussed at general orientation sessions for all new full- and part-time staff.
3. The college will institute a policy requiring every unit to develop a regular process for setting objectives to implement the mission and purposes of the institution. To the greatest extent possible, this process will ensure opportunities for active participation by the faculty and staff of each unit.
4. The college will institute a procedure for the regular re-examination of its mission and purposes as part of its overall assessment plan. (For more on planning and assessment, please see Standard 2.)
5. The college will continue its efforts to encourage participation in the periodic re-evaluation of the mission and purposes through such means as written announcements, voicemail broadcast messages, e-mail messages, and announcements at division meetings.

STANDARD 2 – Planning and Evaluation

Description

Middlesex Community College's planning and evaluation activities represent intentional and concerted efforts to respond to the evolving educational needs of our student populations and of our geographic service area, to define institutional priorities and set future directions, and to support and monitor the accomplishments of these goals.

Campus Development Planning

Since 1988, the college has been involved in a series of campus planning activities involving representatives from every segment of the college community as well as the Massachusetts Governor's Office, the Higher Education Coordinating Council (HECC), the Massachusetts Division of Capital Planning and Operations (DCPO), area residents, and community leaders.

Initially, a Middlesex 2000 Advisory Committee examined the educational needs in Middlesex Community College's service area. Its membership included local business, political, and social service leaders as well as MCC faculty, staff, students, and alumni. An independent marketing research firm conducted two phone surveys to add to existing data. The first targeted area residents; the second focused on former MCC students who left the college prior to completing a degree or certificate. The resultant data were used to project the enrollment levels, academic programs, and support services at each campus location to best meet community needs.

An educational consultant also assessed the academic program needs of Middlesex County. His report, *Program Needs Analysis: Defining Middlesex Community College 1988-89*, was prepared in consultation with the administration, faculty, and staff at Middlesex Community College and the Middlesex 2000 Committee. It utilized data collected by the marketing research team.

As the Division of Capital Planning and Operations became involved in concrete campus planning, a college Site/Space Committee advised the DCPO of the environmental, teaching, and work space concerns of the MCC community (the same committee later participated in the final allocation of institutional space); and finally, MCC administrators and the DCPO met weekly with the Bedford Neighborhood Advisory Committee to ensure that the design of the Bedford Campus was sensitive to the environmental concerns of the neighborhood.

Setting Institutional Priorities and Future Directions (1988-1992)

In 1988, the college held the first of a series of planning and evaluation retreats, with representation from the Board of Trustees, college administration, faculty, professional, and support staff. Participants examined the college as it then existed and discussed critical administrative issues as well as broader questions about the college's future. One result was the formation of a Futures Committee, subsequently charged with the task of examining our internal and external environments to make recommendations regarding future directions for MCC.

The Futures Committee was divided into four working subcommittees: Academics and Curriculum, Administration and Leadership, Community Connections and Outreach, and Student Services and Facilities. The Committee's report, distributed in January, 1990, recommended specific, prioritized courses of action. The report then became the focus of a second college-wide retreat. Over the next several years, the college worked to implement the Futures Committee recommendations.

In response to the 1991 Board of Regents request for a five-year plan and a revised institutional mission statement, a third college retreat was held in October, 1991. A draft of the final version of MCC's plan, *Mapping the Future: Five Year Institutional Plan 1992-1997*, was discussed in a variety of campus forums and went through several subsequent revisions. The Cabinet then

selected priorities from the final document for implementation over the following academic year. Each administrator became responsible for relevant goals from the five-year plan and targeted specific activities toward those goals for the first of the five years (1993). We are now approaching the end of year two of our five-year planning and implementation cycle. (Please see the Workroom for a copy of *Mapping the Future*.)

Committee, Departmental and Interdepartmental Planning and Evaluation

Several college-wide committees are organized to plan and monitor the institution's progress on priority issues: Core Curriculum, Technology Resources, Diversity, International Issues, and Teaching and Learning. Other planning bodies meet regularly, as well: President's Cabinet, President's administrative staff, V.P. for Fiscal and Developmental Affairs' administrative staff, Academic Division Deans Group, Academic Council, and academic division and department meetings. (For more on these groups, please see Standard 3.)

The special concerns of students are integrated into the planning and evaluation process through Student Government and other student organizations. The Student Development area plans and implements a wide variety of activities and events, featuring speakers, workshops, music, and health education.

Major interdepartmental planning and evaluation activities include preparing and evaluating grant activities; implementing appropriate staff development activities college-wide; integrating day and evening admission and registration functions; expanding evening student support services (i.e., academic advising, counseling, and records and registration); and implementing the College Board Computerized Placement Test.

Research and Evaluation Activities

The Institutional Research Office (IRO), established in 1989, supports planning, evaluation, reporting, decision making, and program assessment by collecting and analyzing data and by providing student and demographic data to administrators, faculty, and staff. Examples of these data include an Enrollment Trends Report and Enrollment Summary Abstract. The office also responds to specific requests for information from throughout the college. Documents produced as a result of such requests include student enrollment patterns, a follow-up survey on five years of Business Administration graduates, grade distribution analyses, retention studies, economic impact analysis, student academic performance analyses, and data to support the development of a balanced recruitment plan. Reports which reflect broader college-wide interests have often been disseminated through oral presentations as well.

IRO resources are available to faculty and staff who want to collect data to plan and evaluate individual programs. Examples include a study of Dental Hygiene students and area dentists completed by a faculty member in that program; data analysis to support a Nursing faculty member's evaluation of a course change; and an evaluation of the orientation program of the Center for Individualized Instruction. The Student Development area has worked with the IRO to conduct a needs analysis and program evaluation comprised of Student Needs Assessment, Faculty/Staff Assessment of Student Needs, Student Evaluation of Student Services, Faculty/Staff Evaluation of Student Services, and Student Outcomes Assessment. (For examples of Student Survey Instruments, please see the Workroom.) Staff Development also conducts ongoing assessments and evaluations, often with support from the Institutional Research Office.

IRO conducts a variety of surveys, student interviews, and research projects to assess student opinion and program effectiveness (e.g., at registration, students are asked to complete a survey with a series of questions related to their academic goals, educational plans, satisfaction with the college and biographic information).

A new component to Institutional Research at Middlesex is an ad hoc Institutional Research Committee, formed in 1993 to propose and/or direct research efforts to provide faculty and staff

with information needed to develop appropriate academic programs and support services for students. This committee, which selects its own focus areas, is currently developing a follow-up study of Middlesex Community College students who transfer to other colleges or universities.

Computerization

The college has committed significant resources to increasing its capacity to plan and evaluate through the purchase and implementation of major computer hardware and software systems. Hardware has been upgraded and, as of 1994, major administrative software packages are run at both campus locations. These include an integrated Student Information System, a Financial Management System and a Human Resource System; a purchasing system is currently being installed. INGRES, a fourth generation relational database is also on the administrative computing system and has been used to develop a number of in-house applications to support data collection and analysis. Most recently, the college established a connection to Internet, which will expand our access to external information resources. Additionally, comprehensive office automation, electronic mail and an upgraded telephone system have enhanced the college's administrative functions and intercampus communication.

External Relationships

Because the college is committed to understanding and responding to the diverse educational needs of its constituent communities, college staff have developed partnerships and collaborations across Middlesex County and around the world. The college's external relationships fall into five general categories: community, government, business and industry, international, and professional. The synergy created by intersections across these areas improves the college's effectiveness and its capacity for growth.

Community

At the core of MCC's relationships is the institution's bond with the communities it serves. Nowhere is this particular role more visible than in Lowell; since its arrival in 1987 and particularly since the opening of City Campus in 1991, Middlesex has played a major role in Lowell's economic and educational development. For example, in 1992 alone, The Lowell Plan, the primary organization representing local businesses, determined that the college had a net positive economic impact on the city of some \$4.1 million.

The Lowell Historic Preservation Commission has teamed with MCC's Ethnic Folklife Institute to promote historical and cultural traditions. MCC President Carole Cowan was invited to chair Lowell 2000, the city's primary long-range planning process. And, in March 1994, the Lowell-Middlesex Academy was granted Charter School status to plan and implement an expansion of its alternative high school program.

In Bedford, the college worked closely with town officials in the planning and construction of the college's Bedford campus, through extensive public planning. Weekly meetings with town officials and neighborhood residents helped keep the campus consistent with the town's environmental and social character. MCC continues to encourage use of the campus for community-based events, such as the May 1994 conference on neighborhoods, and other town and regional meetings.

Governmental

MCC has worked closely with the Higher Education Coordinating Council, as it had previously done with the Board of Regents, earning their cooperation and support in pursuit of permanent campuses, in implementation of bond financing by the Health Education Finance Authority, and in the appointment of the college's second and third presidents.

MCC has also worked closely with administrations of both parties. Recently, Middlesex was selected as the only community college member of the Governor's Partners in Trade Program, supporting international trade initiatives. In another instance of recognition, President Cowan was the only community college president invited by the Governor and the Secretary of Education to

join a 1993 trade mission to Latin America. The intent was to begin planning for higher education's further involvement in Latin American economic development.

Business and Industry

The Middlesex service region includes a diversified corporate and business sector extending from Route 128 to the New Hampshire border. Through its Business and Industry programs, the college provides customized training programs at worksites and on MCC campuses with offerings based on market demand and collaboration with area businesses, regional employment bureaus and other relevant federal, state and local agencies. MCC's Business and Industry Program is now among the largest in the Massachusetts community college system.

Advisory Boards provide academic degree and certificate programs with critical input, a vital external link with corporate, business and professional sources of firsthand knowledge in a variety of fields.

Instructional planning efforts have been recognized through MCC's designation by the American Electronics Association as a regional center for AEA's industry-wide workforce excellence project. MCC is one of three sites in the nation selected to take part in developing skills standards for industrial workers.

International

Middlesex has formed several successful partnerships to plan and deliver contract training services to aid developing nations in building systems for market economy participation. Among these is a collaboration with Suffolk University and the Russian Banking Association to provide training for senior banking officials from the former Soviet Union. Ventures such as this have generated significant revenue and forged important relationships, leading to faculty and student exchange programs as well as other forms of collaboration (please see Workroom for a full report on in-place international programs).

Plans are currently going forward to develop programs with Brazil, Argentina, Chile, and the Kyrgyz Republic, with partners Bunker Hill Community College, Pike's Peak Community College and other institutions.

Professional

Institutional affiliations with professional organizations ensure that high academic and ethical and professional standards are maintained and that college planning and evaluation benefit from nationwide perspectives and strategies.

Many college divisions and departments maintain discipline-specific affiliations, while a substantial number of individual faculty and staff are also active in professional organizations related to their fields and disciplines.

Appraisal

Institutional Planning and Evaluation Resources

The college has made significant progress in developing its capacity to collect, analyze and disseminate data for use in planning, evaluation, and decision making by investing in the major computing projects previously described and by establishing a small, but responsive, Institutional Research Office. As a result, we have a better understanding of the range of educationally significant characteristics of our student populations, the outcomes of our academic programs and services, fluctuations in enrollment patterns, and the social, economic, and demographic trends within our service area.

Since the last accrediting visit, the college has focused on building a solid foundation in the areas of Information Technologies and Institutional Research, and we recognize the need to continue to make progress in this area. Our ability to serve future MCC students well is directly linked to our continuing capacity to update our academic programs and support services as our students' needs change, respond to shifts in the local social and economic environments, and gauge the impact of our offerings on our students and communities.

Institutional Planning Initiatives

We are clearly aware of the importance of planning and consistently engage in planning activities necessary to achieve organizational purposes. The President actively encourages input and involvement in the planning process from the entire college community. Faculty, professional staff, support staff and administrators have access to the planning process through an organizational structure specifically intended to encourage institutional planning and communication. The external community, too, is routinely involved in MCC planning activities. Recent examples of this involvement include the Middlesex 2000 Advisory Committee previously described, academic program advisory boards, and the many institutional relationships with government, business and community-based organizations that have been discussed within the Description section of this Standard.

The college's planning and evaluation style in recent years has been described as organic and flexible. Each planning initiative grew out of the one before, or was prompted by a specific external opportunity or issue. This style permitted us to quickly respond to changes as they occurred in our fiscal, political, geographic, cultural and institutional environments. It allowed us to take advantage of opportunities to build permanent campuses, increase student enrollment, expand our educational offerings, and develop successful student support services during a serious downturn in the Massachusetts economy. In short, it worked during a period of rapid growth and economic threat, allowing the college to stay in control of its future during a turbulent time.

The fluid nature of the planning processes during these times, however, has made it difficult for some faculty and staff to know how to become meaningfully involved in institutional planning activities. As a result, despite administrative efforts to be inclusive, many faculty and professional staff describe planning as “top-down” at MCC.

Several other faculty and staff concerns about the college's planning and evaluation process emerged from a survey conducted by the Planning and Evaluation Accreditation Committee. Sixty-two faculty, staff and administrators responded to the survey (of this number, thirty-three people identified themselves as faculty). Twenty-four percent of the respondents reported the perception that the college tries to accomplish too much with limited resources, while approximately one-third of the faculty and staff reported that they feel confident that the budget process is closely enough tied with planning priorities. The five-year plan was also criticized because the institutional goals outlined are neither prioritized nor assigned to a lead staff or faculty member.

Now that the institution is situated in permanent facilities and has weathered what we hope will be its greatest fiscal challenge, it is time to add annual college-wide planning activities to our strategy, while retaining the capacity for a rapid response when necessary. An inclusive, newly structured evaluation process should require planning to begin at the departmental level. The process should include prioritization of goals, and should demonstrate the link between budget allocations and institutional priorities.

Assessment/Evaluation

Examples of assessment/evaluation initiatives at MCC include the following:

- The English Department faculty work collaboratively to develop and holistically grade a common exit examination in the developmental writing course sections; Reading faculty utilize an exit exam to determine students' eligibility for subsequent courses; and the Mathematics faculty use a common final exam in all of the developmental mathematics courses to ensure that each student is prepared to continue on to the next level of study.
- The Student Development Department recently completed a needs assessment and evaluation of many of the support services they provide.
- All incoming students' academic skill levels are assessed using the College Board's Computerized Placement Test prior to beginning a degree program at the college.
- The Institutional Research Office collects and disseminates a variety of data related to student performance. Examples of these data include retention, completion, graduation and transfer rates as well as information related to grade distribution, job placement and student satisfaction levels.

(For documentation of cited examples, please see the Workroom; there is also discussion of specific assessment measures within Standards 4 and 6.)

Until recently, academic program reviews were periodically conducted by the Massachusetts Board of Regents of Higher Education, which was replaced by the Higher Education Coordinating Council (HECC). To date, HECC has not reinstated this review process, and MCC has not yet developed a college-wide evaluation plan to routinely and systematically assess program outcomes. There is also the concern, expressed by some, that the personnel mechanisms in place (many of which are required by union contracts) are not useful for program improvement and goal attainment, and there is no other formal mechanism in place to assess progress toward the accomplishment of organizational goals and to report the results to the college community.

Middlesex has identified the need for formal college-wide evaluation processes and criteria to assess the effectiveness of academic programs and support services, administrative functions and planning procedures. We recognize that the design and implementation of these processes will require an investment in fiscal and personnel resources. Development of the organizational expertise necessary for planning and evaluating in new and more comprehensive ways is an important priority over the next two years.

Projection

1. The college will continue to enhance its capacity to collect and analyze institutional and external data by upgrading technological resources as budgets permit.
2. A college-wide planning process with the following characteristics will be initiated during the 1995 fiscal year. Annually, the President will assign and announce benchmark dates, as appropriate, to respond to institutional needs and external demands.
 - a) College-wide retreat(s) will be held to review progress on past planning documents and to discuss priorities for the next planning period.*
 - b) Each academic, student support, and administrative department will formulate plans for the subsequent planning cycle, and the department plans submitted to the appropriate Dean or Director.*
 - c) Each academic, student support and administrative Dean will use the departmental planning documents to develop priorities from a divisional perspective.*
 - d) Faculty, staff and administrators will receive a copy of their division's priorities and may take two weeks to comment.
 - e) The President's Cabinet will use the input from the divisions to develop a college plan which includes priorities and budget suggestions.*
 - f) The President and Vice Presidents will review and approve the college plan.
 - g) The college plan and budget will be distributed to the college community.

*Appropriate dates for completion of each of these steps will be set by the President each year.
3. After providing for appropriate development of MCC staff expertise, a formal college-wide evaluation/assessment plan will be developed by the end of the 1995-96 academic year. The plan will:
 - a) Focus on continual improvement;
 - b) Include summative and formative evaluations/assessments;
 - c) Require a periodic review of organizational mission and purposes;
 - d) Include an environmental scanning component;
 - e) Include outcome assessments of academic programs and student support services;
 - f) Include an examination of classroom assessment options;
 - g) Require the development of institutional/departmental effectiveness indicators;
 - h) Include an assessment/evaluation of administrative functions and the planning process;
 - i) Include a process for implementing an evaluation/assessment strategy.

STANDARD 3 – Organization and Governance

Description

External Authorities

Massachusetts Public Higher Education System

In accordance with Chapter 15A of Massachusetts General Laws (1991), the governing authority for Middlesex Community College is vested in the Higher Education Coordinating Council (HECC) and a local board of trustees. (For an organization chart of the Massachusetts higher education system, please see Appendix A.)

The board of trustees of each community college consists of eleven members appointed by the Governor, including an elected alumni member and an elected student member. The eleven current members of the Middlesex Community College Board of Trustees are residents of Lowell, Bedford and other cities and towns in Middlesex County and represent professional, civic, educational, and corporate sectors. In addition to the alumni member, two other current members are graduates of Middlesex Community College. Trustee terms are three years, with the exception of the student member, who sits for one year.

In line with its shared responsibilities with HECC, the Middlesex Board of Trustees considers proposed alterations or refinements of the college's institutional mission, assesses the college's achievement and success in carrying out its mission, and promotes economical and effective use of the resources of the Commonwealth.

The Board is authorized to: appoint and remove the college president with the approval of the Secretary of Education; prepare and submit general operating and capital outlay budgets to the Secretary of Education; establish all fees and approve all personnel actions; transfer funds within and among accounts allocated to the college; submit a five-year master plan to the Secretary of Education with an annual update; and award degrees and certificates to students who complete programs at the college.

While the local board of trustees is the governing body responsible for developing and approving all programs and policies of the college, the board may delegate any of its responsibilities to the college president. The Middlesex Board has authorized President Cowan to do the following: advise the Secretary of Education on admission programs, labor relations, and program approvals; make purchases, subject to the guidelines of the Commonwealth; establish policies for the administrative management of the college; manage all college property; seek, accept and administer grants, gifts, and trusts to the college; implement and evaluate college affirmative action policies and programs; establish, implement, and evaluate student policies and services at the college; recommend admission standards and instructional programs to the Secretary of Education; establish and operate instructional programs, including evening and summer programs.

The Middlesex Board meets monthly throughout the academic year. An Executive Committee conducts the business of the Board as necessary outside its regular meetings. The by-laws of the Board of Trustees (see Workroom) provides for the creation of other committees as determined by the Board.

Employee Unions and Collective Bargaining

Middlesex Community College is subject to collective bargaining agreements for two major groups of personnel. Unionized faculty and professional staff are defined as personnel spending more than

fifty percent of their time instructing, counseling, or providing direct services to students. Unionized classified staff includes support staff positions such as the secretaries, bookkeepers, laboratory technicians, etc. Collective bargaining agreements are negotiated in accordance with the Commonwealth of Massachusetts General Laws, Chapter 150E and according to the process noted below. (For a chart of the collective bargaining structure for community colleges, please see Appendix A.)

Faculty and Professional Staff

Middlesex faculty and professional staff are represented locally by the Middlesex Community College Professional Association (MCCPA) and state-wide by the Massachusetts Community College Council (MCCC). The MCCC is also affiliated with the Massachusetts Teachers Association (MTA) and the National Education Association (NEA). The colleges are represented by the Community College Presidents and their legal counsel. The Presidents' authority to bargain, however, is delegated to them by HECC. Final authority for funding of collective bargaining agreements rests with the state legislature and the governor. There are two separate contracts for faculty and professional staff, one for full-time positions and one for part-time positions. While all part-time faculty are unionized, many part-time professional staff are not.

Classified Staff

MCC's classified staff are represented by Council 93 of the American Federation of State, County and Municipal Employees (AFSCME), which is affiliated with the AFL-CIO. The colleges are represented by the Employee Relations Office of HECC and legal counsel from the Community and State Colleges and the University. (There is one agreement for all segments.)

Accreditation

Middlesex Community College was accredited by the New England Association of Schools and Colleges in 1973 and was reaccredited by NEASC in 1979 and 1986. A number of programs are individually accredited by discipline-specific organizations. (For more on program accreditation, please see Standard 4.)

Administration and Staff

Administrative Structure

President of the College

The President serves as chief executive officer of the college with responsibilities as delegated by the Board of Trustees. The following positions report directly to the President:

- Vice President for Academic Affairs
- Vice President for Fiscal and Developmental Affairs
- Dean of Staff, Program, and Resource Development
- Dean of Student Development

In addition, the Dean for Capital Projects and Facilities Management reports directly to the President on issues related to capital projects, and the Dean of Academic Programming and Multicultural Affairs reports to the President for diversity and affirmative action issues.

Academic Affairs

The Vice President for Academic Affairs is responsible for administration of the academic programs and policies within MCC's six academic divisions. Each division is responsible for academic program development and supervision and evaluation of faculty. In most divisions, department chairpersons and program coordinators assist in the development and delivery of instructional programs. Continuing Education and Transfer Articulation also report to the Vice President for Academic Affairs. The Dean of Staff, Program, and Resource Development works

closely with this group to conceptualize and implement relevant faculty and curriculum development activities.

Fiscal and Developmental Affairs

The Vice President for Fiscal and Developmental Affairs is responsible for the major administrative areas of the college, including Facilities Management, Enrollment Management, Economic and Community Development, Administration and Community Affairs, Fiscal Affairs, and Human Resources.

Dual Campus Management

Campus Managers at Bedford and Lowell deal with the many campus-specific and logistical issues that arise at each location. Other administrative functions are represented on the campuses, as appropriate. Most deans have a primary office at the Bedford or Lowell campus with appropriate staffing at the other location. Each campus has dedicated space for Enrollment Services, Academic Support Centers, Counseling, Library etc., while other functions and services are sited at one particular campus because of space considerations, size of staff, or nature of functions. Some faculty teach all of their courses at one campus location, while others split their time between campuses. Instructional needs and faculty preferences are both considered in making teaching assignments. Committee meetings typically alternate between campuses. (For a table of offices and services available at each campus, please see the Workroom.)

Communication and Governance

President Cowan meets on a regular basis with advisory and informational groups of faculty and administrators. Representatives from the college community are often invited to attend, to report on and/or discuss particular programs or issues. These various presidential groups facilitate communication within and across primary areas of college responsibility. These groups are described below and illustrated on the next page with an organization chart of the college's communication and governance structure. (For a complete list of members of each group mentioned below, please see the Workroom.)

President's Cabinet

The Cabinet meets monthly and serves to engage all segments of the college community in a mutual dialogue about general issues and concerns. It is composed of academic and administrative managers as well as faculty and professional staff representatives from the MCC Faculty Association and MCC Professional Association.

Administrative Staff Groups

The President's Administrative Staff is convened weekly by the President to discuss administrative matters such as facilities planning, budgeting, personnel, student needs and services, affirmative action, international affairs, community services, enrollment management, business and industry partnerships, professional development, fundraising, and grant development. The President's Administrative Staff is composed of individuals who report directly to the President as well as the top-level deans and directors of the Vice President for Fiscal and Developmental Affairs.

The Vice President for Fiscal and Developmental Affairs also convenes a weekly staff meeting of all deans and directors in his area.

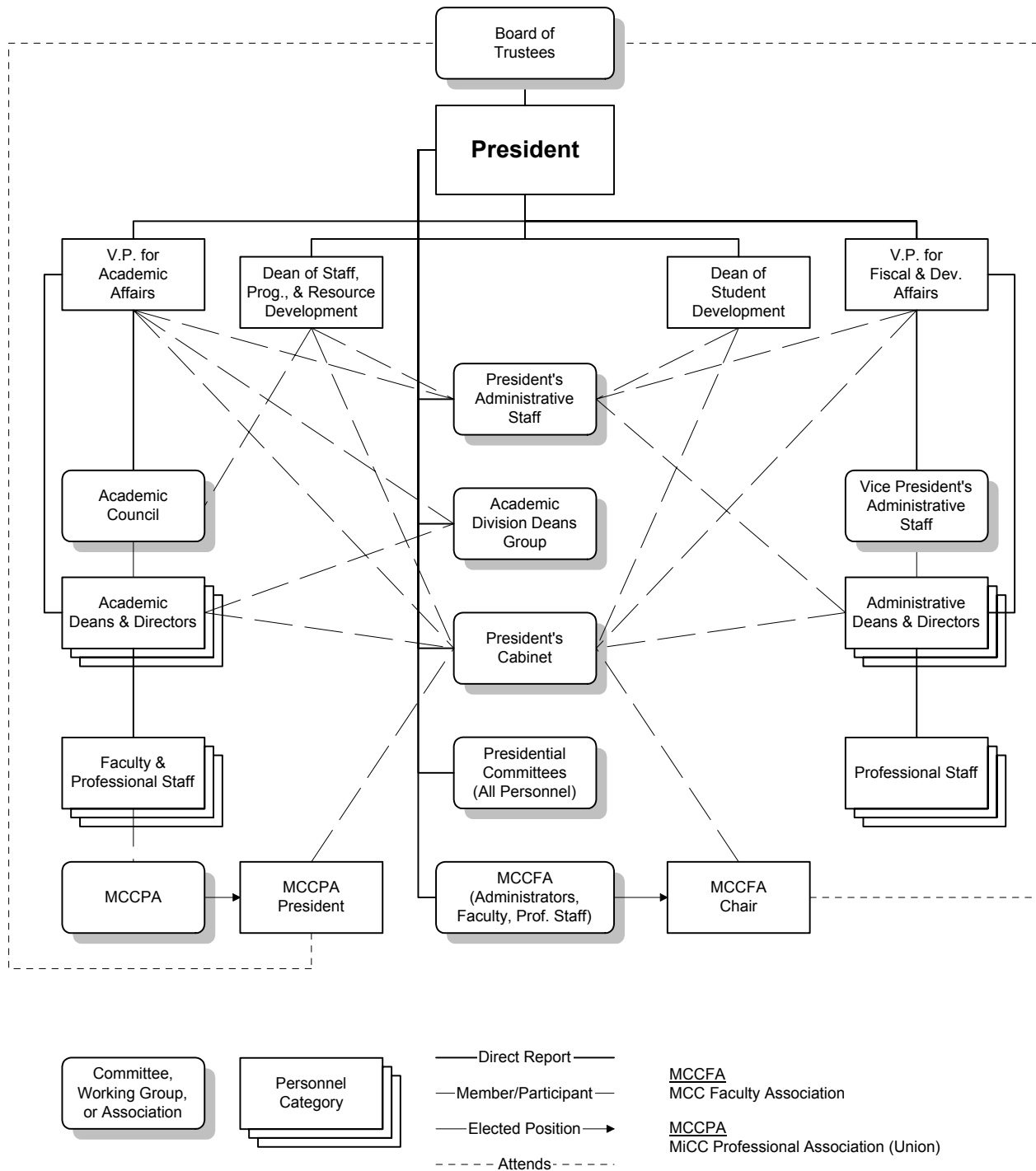
Academic Division Deans Group and Academic Council

The Academic Division Deans Group is convened weekly by the President to discuss issues as they relate to faculty and academic programs offered by the college. In addition to the President, the Academic Division Deans Group is composed of the Vice President for Academic Affairs and the six academic division deans.

The Academic Council is convened biweekly by the Vice President for Academic Affairs for discussion of issues relating to faculty, academic policies, curriculum planning, transfer, and faculty development. The Council is composed of the academic division deans, the Dean of Staff,

Program and Resource Development, the Dean of Academic Programming and Multicultural Affairs and the directors of Continuing Education and Transfer Articulation.

Organization and Governance Administration, Faculty, & Professional Staff



Faculty and Staff Focus Groups

These are forums held once or twice a year by the President for the purpose of informal information exchange.

Presidential Committees and Task Forces

These are authorized by the president to deal with areas not covered by other committees or working groups. They are chaired by appropriate administrators with membership from relevant segments of the college. Current committees include:

Technology Resources Committee	International Activities Coordinating Council
Diversity Committee	Marketing Committee
Minigrant Committee	Collegewide Staff Development Committee

Faculty and Professional Staff

Middlesex Community College Faculty Association (MCCFA)

The MCCFA is the faculty, administrative, and professional staff governance body which meets three times each semester. The purpose of the MCCFA as outlined in its constitution is to make policy recommendations to the President of the college; work for the welfare of the students, the advancement of education, and the improvement of institutional facilities; establish and maintain high academic and professional standards.

All full-time and part-time faculty, professional staff, and administrators, including the President, are voting members of the organization. In addition, student representation is permitted on pertinent MCCFA committees.

Committee Structure and Operation

An Executive Committee, which acts as a steering committee, is elected at the final MCCFA meeting of the academic year. The Executive Committee is composed of a chairperson, vice-chairperson, secretary, and a one-year and a two-year member from each campus (Bedford and Lowell). Responding to faculty and staff requests, the Executive Committee assigns members to standing and ad hoc committees. These committees make formal proposals to the entire MCCFA membership which, if approved, are presented to the President. The President then may take three working weeks to respond in writing to the Executive Committee.

- **Standing Committees** are permanent committees established under the by-laws:

Executive Committee	Academic Standards Committee
Curriculum Committee	Learning Resources Committee
Student Support Committee	Budget and Planning Committee
Teaching and Learning Committee	
- **Ad-Hoc Committees** are temporary committees established for a specific short-term purpose; they must be renewed annually by a vote of the membership at the last meeting of the year. Current ones include:

Core Implementation Committee	Institutional Research Committee
Retention Committee	Honors Program Committee
Writing Across the Curriculum Committee	Governance Committee

(Full descriptions of MCCFA committees may be found in the Workroom.)

Middlesex Community College Professional Association (MCCPA)

The MCCPA is the local chapter of the Massachusetts Community College Council (MCCC), which represents all full-time faculty and professional staff (librarians, counselors, etc.), all part-time faculty, and some part-time professional staff at Massachusetts community colleges. The MCCC negotiates collective bargaining agreements with the Community College Presidents and

the Commonwealth. The MCCPA meets monthly to discuss local matters and keep union members informed about state-wide issues. The MCCPA President attends meetings of the Middlesex Board of Trustees, is a member of the President's Cabinet, and meets frequently on an informal basis with the President to ensure that unit member concerns are well-represented and communicated.

Committee Structure and Operation

An Executive Committee, which acts as a steering committee, consists of board members elected at each year's final MCCPA meeting: president, MCCC board of directors representative, vice presidents (one for each campus), secretary, treasurer, building representatives, professional staff representative, and adjunct representative. The Sabbatical Committee ranks unit member sabbatical proposals each year and forwards its recommendations to the president of the college. The Unit Personnel Practices Committee (UPPC) reviews the records of unit members who are eligible for tenure and makes recommendations to the President.

MACER

The Management Association Committee on Employee Relations (MACER) is established by the collective bargaining agreement for the purpose of informally working out issues of concern to either side. MACER consists of three representatives from the union, and three representatives of management designated by the President. MACER meets monthly or as requested by either group. A system-wide Joint Study Committee exists on the state level for much the same purpose.

Students

Students are represented on the college's Board of Trustees by a student representative with full voting privileges, elected by the student body annually. An alumni representative, also with voting privileges, is elected by MCC alumni every five years.

Students have their own governance body, the Student Government Association. SUGA, as it is known, meets weekly during the academic year to make decisions regarding the budget for student activities and organizations and to discuss other matters affecting student life. The fifteen-member group maintains proportional representation (based upon student enrollments) from Bedford and Lowell. Two co-chairs represent the two major campus locations. The Director of Student Life serves as advisor to SUGA, and the Dean of Student Development attends many meetings. The President meets with the group formally at least twice per year, and informally as needs arise.

In addition, the President receives information about student issues on campus by meeting with the Student Ambassadors, a group of 25 students nominated by faculty and staff for the purpose of participating in special events on campus and serving as an additional student advisory group.

Students also have access to college communication and governance through meetings of the Middlesex Community College Faculty Association; they may be appointed as voting members of MCCFA Standing and Ad-Hoc Committees.

Organization and Governance Structure

Board of Trustees

The Middlesex Board of Trustees is comprised of a strong and diverse array of corporate CEOs, educators, prominent representatives from small business, alumnae of the college, and one current student. Members of the Board are leaders on issues related to educational reform and economic development in the region and have brought their experience to bear during the past five years, as Middlesex completed its permanent campuses, and implemented appropriate policy, organizational, and systematic adjustments to achieve the task.

The Board and MCC's President and administrative staff enjoy an excellent working relationship, and Board members demonstrate enormous support of and dedication to the college.

Governance Philosophy

Middlesex has gone through different stages of growth which seem to have required different types of organization and governance. The present organizational structure of the college has evolved into one of shared governance, the governing philosophy of the current president. This seems appropriate as the college completes its physical consolidation and concentrates fully on its academic mission and purpose.

Shared governance includes several important elements. The key element is the inclusion of all segments of the college community in the governance process. The President's Cabinet is the primary vehicle for this (see Description), and the one which is best constituted to balance the sometimes conflicting academic and administrative sides of the college. Access to the President, another key element, is strongly encouraged through President Cowan's "open door policy." An example of the President's commitment to shared governance occurred recently when members of the college classified staff expressed concern that they were not represented on most college committees. The President responded by inviting union stewards to regularly attend the President's Cabinet and Board of Trustees' meetings. Faculty and staff have considered informal meetings with the President, called at their request, useful, but there is sentiment that formal mechanisms to resolve issues before they reach a crisis point are preferable.

There are some important limitations to the implementation of shared governance at Middlesex which should be noted. First, the state often imposes a decision-making timetable which requires college personnel to make decisions during the summer months, when faculty are away and when MCCFA is not in session. Second, an attempt to be extremely inclusive can potentially impede organizational effectiveness; it has sometimes resulted in delays in addressing issues and confusion about who is responsible for making decisions and taking action.

Finally, communication across all levels of the college can and does get diffused. For example, at the administrative level, the President meets with her top staff who, in turn, meet with their staffs on a weekly or biweekly basis. For faculty, however, the communication link can break down when academic divisions and departments meet only once a month, as most do. In addition, these monthly meetings are often not well-attended because of conflicts in teaching assignments and/or lack of participation. As a consequence, some faculty feel out of the loop and tend to keep informed about what's going on at the college through the grapevine. Information obtained through such informal channels is often less than accurate and timely. The additional fact that recent organizational changes were not always communicated clearly contributed to feelings of distance and uncertainty about changing roles and functions.

Committee Structures and Effectiveness

The system of committees works well for the college. The MCCFA has a comprehensive set of standing and ad hoc committees which cover most areas relating to academics at the college. Presidential committees, which can be created at any time and may include anyone at the college, are an additional, flexible mechanism for addressing important issues. The administration has worked with the faculty and professional staff union (MCCPA) to produce a calendar which displays meeting dates for all college governance groups. With so much going on in so many areas, however, there is a need to better communicate the work of committees to the general college community.

There are two particular areas of concern with regard to committees. First, although a Space Committee was used to help plan the new permanent campuses, there is sentiment that such a committee is still needed to look at the priorities for the allocation and use of space as the college implements new programs and instructional technologies. Second, a Budget and Planning Committee of the MCCFA has been set up to serve as a “two-way communication channel” on budget and financial issues. However, the committee has had some difficulty in getting itself established, and there is some feeling that it has not been taken seriously. (Please see Standard 9 for further discussion.)

MCCFA Challenges

The MCCFA serves as a place for all full-time and part-time faculty, professional staff and administrators to exchange ideas and debate academic policy. Committee recommendations are generally well-received by the organization, and those that have been approved and sent on to any of the three MCC Presidents have never been rejected. The organization works well in fostering congeniality among the President, administration, faculty, and professional staff: the President meets regularly with the Executive Committee and has an opportunity to meet with the entire organization and address current issues and answer questions at each meeting. Such meetings serve as the major vehicle for the President to address the college community directly.

General meetings of the MCCFA, which begin with a highly-valued social period, have an ambitious agenda, attempting to include, in an hour and a half, the previously-mentioned address by the President, a pre-selected topic of discussion, committee reports, and announcements. When meetings have, on occasion, been sidetracked on minor issues, frustration and an erosion of participation have resulted. The Executive Committee has worked to streamline meeting agendas, and recent meetings have been run more efficiently, with a clearer focus on larger issues.

Many college staff remember earlier years, when nearly all members of the MCCFA attended its general meetings and served on one or more of its committees, fostering an atmosphere of a close-knit academic community. As the college has grown in size and expanded to new locations, however, participation has waned; attendance at general meetings is now about 50%, and some committees go understaffed, with some academic divisions underrepresented.

Many have questions about MCCFA’s governance model, which is the same as it was at the outset, and which may no longer be appropriate for a college which has changed in many ways. Some of the following issues have been identified in considering our current governance structure: first, there is simply too much going on to try to get everyone together at the same time on a regular basis. Second, as the college has grown, it has been forced to rely increasingly on part-time faculty and staff who don’t normally participate in college governance. This has placed a greater burden on full-time faculty and staff. Third, college governance has suffered periodic disruptions each time the faculty and professional staff have gone on “work-to-rule” (see discussion below).

While many agree that the college may have outgrown the MCCFA’s governance model, there is no consensus on what to replace it with. The general feeling still seems to be that the current system, while flawed, has many good points and does provide professional members of the college

community with the opportunity to participate in academic governance to the extent that they wish. Any replacement model would need to accomplish at least as much.

Campus Management and Integration

Dual Campus Organization

It is generally felt that the management and organization of the newly consolidated Lowell and Bedford campuses works well. Services needed on both campuses are generally available on both campuses without unnecessary duplication. A great strength is the willingness of most faculty and staff to travel between campuses in an effort to recognize and support the equal identity of each.

With the continual growth and evolution of programs, departments, and committees, the logistics around scheduling of meetings and activities has become increasingly difficult. Nevertheless, most faculty and staff view it as the price necessary for a dynamic environment. Voice mail and e-mail systems have greatly eased our logistics and communications problems. Access to these technologies is limited for part-time faculty and staff, however, leaving a significant number of people out of touch as we move to greater use of such mechanisms.

Campus managers have played key roles as contacts for creature comfort needs of faculty and staff, community outreach contacts, coordinators of activities and events, and informal ombudspersons. Their presence is extremely important in our dual campus environment.

Continuing Education and Off-Campus Programs

In implementing the “One College” concept, MCC has integrated Continuing Education, Business and Industry, International Education and Community Services into regular college operations. The transition has appeared virtually seamless to the students, but details and improvements are still being worked out by MCC staff. (For a complete discussion of continuing education and off-campus programs, please see Standard 4.)

Collective Bargaining Environment

Although there is a positive relationship between the college administration and the unions on campus, the fact that the collective bargaining agreements are state-wide causes significant problems.

Specifically, the agreements almost always expire before new ones are negotiated. We are currently in this situation, with the agreements having expired June 30, 1993 and negotiations currently ongoing with little sign of progress. Moreover, the last several cycles of collective bargaining have followed a pattern of bargaining impasse, fact-finding, and a political battle for contract funding and implementation. This process has sometimes forced the college administration and local unions to support—or at least remain silent on—stated system-wide positions, to the detriment of open communication, relations, and operations at the local campus level.

Because state employees are prohibited from striking, work-to-rule is typically used at least once during each contract cycle by the faculty and professional staff union as part of a state-wide effort to move the negotiation process when it stalls. The immediate effects of this job action are that the work of the MCCFA, its committees, and many other activities are shut down or put on hold; and major communication channels within the college are disrupted. Essential business is then, by necessity, carried out by the administration without systematic input from the faculty and professional staff.

The long-term consequences of work-to-rule are even more serious. The momentum for key projects and initiatives is lost, and it may take a year or more to rebuild the functioning of committee and communication structures and clear the backlog of work. Worst of all, after prolonged and repeated periods of work-to-rule, some faculty and professional staff become

disengaged or alienated from the governance process and never get involved again. The ambiguous definition of College Service in the union contract has not helped. As previously discussed, the culture of expected participation in governance by everyone, which once existed at the college, has declined, further eroding the level of general involvement.

Similarly, state-imposed initiatives such as the 1991 Furlough Program, which imposed temporary pay cuts as a fiscal savings measure (and were subsequently declared illegal by the court system), have impacted morale. Clearly faculty and staff at this institution, as in the rest of public higher education in Massachusetts, feel strongly that they are not valued by state government to the extent they should be.

On the positive side, the generally good relations between the MCC administration and faculty and professional staff have allowed us to weather these periods without the deep divisions and animosities that have developed at many other institutions. In addition, even during work-to-rule, the MCCPA President has continued to meet individually with the college President and attend Cabinet and Trustees meetings to keep communication lines open and local conflicts to a minimum.

Students

Students have an active role in MCC governance on many different levels. There is a solid, well-established student governance structure and an on-going history of open communication between the President, Dean of Student Development and student representatives.

Projection

Governance

1. The MCCFA, through its Executive Committee, will investigate and, if appropriate, propose new models of governance to preserve the best aspects of the current model and address needs of an institution which has grown and changed dramatically over the last decade.
2. The administration, faculty, and professional staff will work to make the Budget and Planning Committee a constructive channel of communication and a forum for discussion on budget and financial matters.
3. The college will consider the formation of a Space and Resource Committee to help set priorities for the allocation and use of space and other resources as the college implements new programs and instructional technologies.

Communication

4. The MCCFA will develop a system for collecting and disseminating the minutes of its committee meetings to the membership on a more timely basis.
5. The administration will develop a system for reporting the business of Presidential Committees to relevant segments of the college community.
6. Academic division deans will develop a system for disseminating information from meetings of the President's Cabinet, Academic Division Deans Group, and Academic Council, to faculty and staff in their areas.
7. To enhance college-wide communication, electronic bulletin board systems will be investigated.
8. Organization charts for the college will be published and updated on a regular basis.

Collective Bargaining Issues

9. The administration and the local union representing faculty and professional staff will strive to maintain informal and open communication channels during periods of work-to-rule.
10. The administration and the local union representing faculty and professional staff will seek a mutual understanding of the contract definition of College Service with the intention of improving the level of active participation in college governance.

STANDARD 4 – Programs and Instruction

Description

Programs

Overview

The academic degree and certificate programs at Middlesex Community College are central to institutional priorities as expressed in the college’s mission statement. The college currently offers 38 associate degree programs and 25 certificate programs, organized within five divisions: Business, Health Careers, Social Science/Human Services, Humanities, Math/Science/Technology.

Associate in Arts and Associate in Science degree programs require a minimum of 60 credits in specific course work, combining the program area of concentration and general education. The Associate in Science in Nursing is the most prescriptive degree program, with the fewest general electives. The least restrictive program is the Associate in Science in Liberal Studies, which allows more than 50% unrestricted credits.

Certificate programs require completion of specified course work related to particular fields of employment; credits earned may be applied toward an associate degree.

Career preparation programs have organized advisory boards comprised of community representatives and career specialists who advise faculty on curriculum relevance and currency. Most meet biannually and are available more often as program needs dictate. (For current advisory board membership lists, please see the Workroom.)

The objectives and requirements for all programs are described in the Academic Catalog, Viewbook, individual program sheets and brochures, and Faculty Advising Manual.

General Education Requirement

Students entering degree programs prior to fall 1994 were required to take a minimum core of 21 semester hours:

English Composition	3 credits
Introduction to Literature	3 credits
HU/MA/SC/SO Elective	3 credits
Mathematics/Science	6 credits
Social Sciences	6 credits

Under those general education requirements, students were able to earn an associate degree without course work in either science or mathematics, and without an arts and humanities course apart from the two English department courses. In the fall of 1993, the MCCFA recommended a new 21-credit general education requirement designed to expose all degree-seeking students to subject matter and methodologies of the major domains of knowledge, including scientific and quantitative reasoning and the aesthetic dimension of human experience. The newly-approved Core curriculum credit distribution for students entering in the Fall of 1994 is:

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

Two of these requirements may be fulfilled through one interdisciplinary course integrating knowledge from two Core areas (e.g., HU/SO5118, Images of Men, is a 3 credit course that satisfies both behavioral science and humanities requirements). However, students electing an interdisciplinary option will also be required to take an additional general education course to earn the 21 credit total.

In a second implementation phase of the new Core curriculum, students will be required to select courses that provide intensive exposure to certain specified values. Courses that meet the “intensive” requirements listed below may either be general education courses or courses in the career programs that have demonstrated a commitment to incorporate the values. The intensive values are:

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

A newly created Core Curriculum Implementation Committee is charged with recommending a timetable for the inclusion of intensive values in students’ programs to the MCCFA by December 1994. The implementation timetable will take into account faculty readiness, recent curriculum changes, and availability of material and human resources.

(For more on the Core Curriculum and its development, please see the Workroom.)

Continuing Education

In the Fall of 1993, Middlesex began a concerted effort toward the “One College” concept, merging what had previously been discreet entities, the “Day Division” and the largely-evening “Division of Continuing Education” (the latter includes the non-credit classes and workshops known as Community Services).

Classes meeting during the hours 4:30-10:00 p.m., on Saturdays, in the summer months, and off-campus at Chelmsford High School are now identified as Continuing Education. Academic courses and programs in Continuing Education are subject to the same standards as comparable classes given during the day. Organized through the office of the Vice President for Academic Affairs, they are managed by a full-time director. Curriculum development, faculty hiring, and evaluation are administered by division deans. Many MCC faculty teach both day and continuing education classes. Continuing Education faculty must meet the same hiring criteria and have access to professional development activities and resources at the same level as other part-time faculty and staff at the college. Faculty hired as adjunct instructors for evening and summer are governed by a union contract that details their terms of employment, including performance evaluations.

Pursuant to MCC’s movement to eliminate day/evening distinctions, many academic policies and procedures have been reconfigured or adjusted to be consistent for both day and continuing education students. The standard cost per credit for all courses is now \$94; the withdrawal and add/drop process and refund policy are identical. Processes which are not yet equivalent include registration procedures, pre-registration fees, academic review and notice of grade deficiencies. Student access to some college services (e.g., writing and math labs, tutoring, academic advising, personal counseling, health services, child care, and financial aid advising) is more limited during evenings and weekends than during midweek daytime hours.

Off-Campus Courses

External locations for MCC courses include Nashoba Vocational Technical High School, for specialized auto repair course work in MCC’s Automotive Technology Program, and Chelmsford High School for off-site evening courses. The college’s Lowell General Hospital site, which had been home to a substantial portion of MCC’s nursing program, including clinics, was phased out in

the spring of 1994, as preparation for the transition to the new Health, Science and Technology Center in Lowell. MCC students may also enroll in a variety of courses at any of the eleven member colleges of NECCUM (Northeast Consortium of Colleges and Universities in Massachusetts).

Business and Industry Programs

The college's Business and Industry Program Department has developed a number of relationships with area companies including:

- **Education and training** for large, medium, and small companies;
- **Corporate contracts** to provide employee education and training;
- **On-site workplace courses** (credit/non-credit) addressing specific education and training needs.

Although Middlesex Community College is located in the heart of the state's high technology industry, Business and Industry Programs consciously markets education and training assistance to a broad spectrum of employers: hospitals and health centers, banks, insurance companies, manufacturers, research and development-focused firms, and telecommunications companies.

Examples of services currently or recently offered include:

- A full Business Administration degree program on-site at a local firm;
- An Electronic Technology Certificate Program for employees of an area high technology firm;
- Criminal Justice/Security Administration courses for correctional facility and industrial security staff;
- Early Childhood Education course for the State Office for Children and area day care centers and nursery schools;
- Non-credit professional development workshops for managers and supervisors;
- International trade seminars in cooperation with the Massachusetts Office of International Trade and Investment (MOITI);
- Workplace literacy programs, including English-as-a-Second Language and Adult Basic Education instruction.

A second major Business and Industry focus is the development of specialized career programs to address the needs of company consortia, or to meet area-wide occupational needs. These programs are developed and implemented in cooperation with various academic divisions at the college. Most are geared toward preparing the unemployed or underemployed for jobs in demand, upgrading the skills and knowledge of the currently-employed, retraining workers who are changing careers or being reassigned or transferred within a firm, or filling an educational gap in the technical training market.

Business and Industry Programs also manages a Small Business Institute, providing workshops for current and prospective small business owners; it works with Salem State College as well, to offer free one-on-one business counseling through the Small Business Development Center Program.

Business and Industry is a self-supporting program, with excess revenues made available to the college to support other programs.

Community Outreach Programs

MCC is actively involved in multiple community outreach programs. Most of these programs receive grant funding from private sector, city, state, and federal sources. The college believes that higher education institutions must become involved in community-based efforts for improving the quality of life for educationally and materially disadvantaged individuals and groups. Outreach initiatives are developed to meet specific local needs with programs dedicated to providing

education related services, often in partnership with social service agencies, business and professional organizations, and public school systems. Some notable examples are listed below:

- **The Lowell Early Awareness Program (LEAP)** is a dropout prevention initiative which targets 1200 seventh and eighth grade Lowell middle school students, strengthening educational motivation and developing an awareness of the link between education and career goals. Funding for LEAP has been provided by Middlesex Community College, the Lowell School Department, The Parker Foundation, Polaroid, and Sun Microsystems, and presented in collaboration with community agencies including, Girls Inc., YWCA, and Coalition for a Better Acre.
- **Lowell Middlesex Academy (LMA)** is an innovative, high school re-entry program designed in partnership with the Lowell Public Schools to recover recent high school dropouts in the greater Lowell area. Funding for LMA has been provided by MCC, Lowell School Department, Sun Microsystems, Nellie Mae Foundation, Stevens Foundation, and JTPA. Established in 1989, LMA was selected this year to be one of the first charter schools in Massachusetts.
- **Health Careers Opportunity Program**, funded by the U.S. Department of Health, provides academic assistance to help prepare minority and disadvantaged high school students and pre-professional individuals to enter health career programs.
- **Medical Secretary/Office Specialist Training (Displaced Homemaker Program)** is a nine-month, tuition-free training program funded by the Department of Vocational Education, MASS Jobs and JTPA, providing economically disadvantaged individuals with marketable skills for secretarial employment.
- **Talent Search**, a federally funded collaboration between MCC and the Lowell School system, provides Lowell High School students with counseling, tutoring in basic skills, financial aid workshops, assistance with college applications and other services to help them finish high school and continue on to college.
- **The Massachusetts Educational Opportunity Program** is a program of after-school tutoring and summer enrichment activities for promising high school students who are considering a health-related career.

(For a full and more detailed list of community outreach programs, please see the Workroom.)

International and Intercultural Initiatives

Internationalization of the curriculum and a strong focus on pluralism both within and without MCC's college community represent growing priorities at Middlesex. The list below highlights both the range and diversity of MCC's efforts. (For more detailed reports on international and multicultural programs, please see the Workroom.)

- **Southeast Asian and Latin American Institutes** were offered during the summers of 1992 and 1993, funded by a National Endowment for the Humanities (NEH) grant and a Title VI grant for curriculum internationalization. Twenty-five MCC faculty participated in intensive two and three week sessions with subject matter experts to develop the knowledge and skills needed to integrate new internationalized content into their courses.
- **The Center for International Studies (CIS)** develops and coordinates international exchanges for students, educators, and business professionals. In 1990, MCC hosted a group of students and faculty from the Moscow Pedagogical University and then sponsored a group of MCC students, faculty, and staff for a reciprocal visit. In the summers of 1992, 1993, and 1994, twelve students and two faculty participated in study tours to China. CIS also develops partnerships with public and private sector institutions. For example, MCC collaborates with Suffolk University to develop training programs for groups of Russian bankers and, more recently, Russian insurance executives.

- **Wider Horizons Program** provides an international exchange experience for aspiring teachers from both Northern and Southern Ireland, who spend several weeks each summer in the Lowell area working with disadvantaged young people.
- **South African Mid-Career Fellowship Program** has brought two South Africans to MCC for a semester of study for each of the past five years. The fellows attend MCC classes, guest lecture, and participate in an externship with a community organization.
- **Asian Studies Development Program** is a major in-service training initiative through which faculty and staff gain awareness and understanding of Asian cultures. Through access to scholars, materials, discussions and travel programs, faculty work to infuse Asian content and perspectives into their courses and related work. In 1992, MCC was designated the first mainland regional Asian Studies Center by the East/West Center at the University of Hawaii.
- **Ethnic Folklife Institute** works in collaboration with community leaders to create and coordinate programs and research projects in the customs, traditions, and languages of ethnic communities in Middlesex county. To date the Institute has focused on the Irish, French Canadian, and Cambodian cultures.
- **Teaching for Diversity Project**, a new Middlesex initiative, is supported through an American Commitments grant from the Association of American Colleges and Universities and the Ford Foundation; it is involving fourteen faculty and staff in a faculty-coordinated year-long curriculum project to infuse diversity content and perspectives into eleven currently-offered college courses.

Art, Music and Theatre

In addition to the fine arts course offerings, the college sponsors numerous art exhibitions, concerts, and theatre productions featuring faculty and student artists. Formal and informal productions and exhibits are offered both in Bedford and Lowell. MCC's departure from the Burlington campus in 1994 has meant the loss of a large capacity campus performance space. Except for art display cases and a small concert hall at the Bedford Campus, there is no longer dedicated on-site space for music or theatre productions. At present, we are exploring fuller use of off-campus facilities for the purpose of maintaining MCC's capacity to produce or sponsor artistic initiatives (further related discussion is in Standard 8).

Non-Credit Programs and Seminars

Community Services, a component of the Division of Economic and Community Development, offers short-term non-credit courses that reflect public interest and popular demand. The Community Service area relies on advisory boards, informal focus groups, and steering committees to help identify emerging markets and needs within the community and to provide guidance on curricula for training programs. These extensive instructional and enrichment activities include a computer Camp for Kids, the Women's Network, and a highly competitive and widely-recognized post-baccalaureate Technical Writing Program, now in its thirteenth year of operation.

Additionally, MCC's Transition Program, a nationally recognized, non-credit certificate program for lower-functioning learning disabled students is offered through the Student Services Division. The program provides vocational preparation, on-the-job training, and independent living skills for students who are unable to meet the cognitive demands of a regular college curriculum. As a component of Transition, students gain experience through supervised internships at area businesses and agencies.

Program Planning

Because education and training needs are inherently dynamic, curriculum development is an ongoing activity at MCC. The impetus for creating new courses or entire curricula can begin with students, faculty, administrators/staff, advisory boards, or employers.

The approval of new curricula begins with an idea formalized on a course or program proposal form (see Workroom), is approved by the appropriate department chair and division dean, and then forwarded to the Curriculum Committee for action. This committee of faculty, staff, and administrators deliberates on the rationale, purpose, and objectives of the proposal and makes a recommendation to the MCCFA. Upon MCCFA approval, the new course or program of study is sent to the President for official recognition and approval. In instances where timing requires an accelerated approval process, the Vice President for Academic Affairs may approve the offering of new courses for up to three semesters, pending committee review.

In order to offer an associate degree or any program of study of more than 30 credits, the college must request authority from the Higher Education Coordinating Council. The two-step process requires a justification of need and a fully developed proposal detailing the curriculum and resources. The college's most recently approved new curricula are:

- Associate in Science in Early Childhood Education
- Associate in Science in Biotechnology
- Certificate in Alcohol and Substance Abuse Counseling
- Certificate in International Business
- Certificate in Biotechnology
- Certificate in Environmental Technology
- Certificate in Echocardiography
- Certificate in Total Quality Management

When enrollment falls in a course or program, and/or financial resources become limited, the Vice President for Academic Affairs will consult with the affected faculty, division dean, and union representatives regarding the elimination of a program. Provisions are made to allow students who are currently enrolled in the affected program to complete their studies, and faculty are reassigned to appropriate work areas. Since MCC's 1986 accreditation, the following programs have been phased out: Certificates in Mental Retardation, Occupational Therapy, and Electricity; and Associate degrees in Medical Assisting and Radiation Therapy.

Program Evaluation

Faculty and administration regularly review course and program offerings through department and division meetings. Each career program has an advisory board comprised of program experts, employers, and, sometimes, students, who consult on the adequacy of course offerings and program fit with industry standards. Prior to the elimination of the Massachusetts Board of Regents, MCC programs were subject to periodic internal and external program assessment procedures. The new HECC requires colleges to be more individually responsible for ongoing program evaluation. It is clear that, at this point in time, some MCC programs are reviewed and revised in more aggressive, vigorous ways than others.

Not surprisingly, those that are subject to external accrediting agencies evaluate the academic integrity and quality of their programs on a regular basis. Most notable in this regard are the college's many health programs. Also, in 1993, all of the college's associate degree Business programs were accredited by the Association of Collegiate Business Schools and Programs (ACBSP), adding to MCC's array of externally-accredited programs. (For copies of all external accreditation reports, please see the Workroom.)

At the individual course level, various outcome assessment efforts are in place. Some academic departments require exit testing and/or departmental exams to assess learning in courses. For example, students are required to pass exit exams in developmental reading courses in order to move on to a higher level. Since many of MCC's courses have reading level requirements, such exit testing is significant to student progress. The Mathematics Department uses departmental final exams to provide standardized assessments of student competence. It should be noted that all

curriculum development projects funded through the college's minigrant process, described within this chapter, include plans to assess student outcomes of new content, materials, and/or pedagogy.

To assess the transferability of courses to baccalaureate institutions, course syllabi, exams and texts are compared with those for courses at four-year schools to ensure that competencies achieved by students in transfer courses are comparable to those of students in baccalaureate programs. The Transfer Articulation Coordinator regularly seeks information about the success of Middlesex students who transfer to four year programs. As this database grows, the information will be increasingly helpful in assessing Middlesex's programs in terms of transfer preparation.

The performance of students on licensing exams, as well as the employability of students after completing associate and certificate programs are additional means of assessing whether students have developed appropriate competencies in their course work. (For licensing exam data and the latest placement report, please see the Workroom.)

Scholarship and Research

Scholarship is an on-going activity among the faculty and staff at MCC. Of the more than 100 faculty and staff responding to a survey in the fall of 1993, about half indicated they had undertaken coursework while employed at the college. More than a third of the respondents stated that they were currently, or had been, formally enrolled in a graduate degree program within the past five years, pursuing more than a dozen different degrees at two dozen colleges and universities. The average MCC faculty and staff member belongs to two or three scholarly associations and attends two scholarly or professional conferences each year. Many faculty have published and, as of this writing, ten faculty members are actively engaged in the development of new articles or books for publication.

MCC is primarily a teaching institution, and its resources are allocated accordingly. However, many faculty members regularly engage in research activities, and much of the activity is sponsored by the college. Research is most often directly applied to courses or programs conducted by MCC, and it often results in the development of new degree and certificate programs, the creation of new courses, and the redesign of existing programs and courses.

The ethics of research activities are governed by the Academic Responsibilities provisions of the Collective Bargaining Agreement, article 7.02 (please see the Workroom). These provisions require faculty to preserve intellectual honesty in their teaching and research, and to respect the free inquiry of their associates.

Instruction

Techniques and Delivery Systems

Middlesex Community College offers students a variety of formats in which to learn. Faculty determine the best instructional method for courses and prepare syllabi that reflect their preferences. (For copies of 1992-1993 course syllabi, please see the Workroom.)

The principal instructional formats available at MCC include:

Classroom Instruction

Most MCC courses are taught in a classroom setting. Class size does not exceed 35, unless a faculty member gives permission for additional students to register. Classes that are limited to fewer than 35 students include English courses, developmental courses, laboratory sections, computer classes, specialized training courses, some Humanities courses, and seminars.

Within the classroom, MCC faculty may teach through lecture, group discussion, collaborative learning, role play, debate, oral presentations, computer simulations, instructional video and audio tapes. Most faculty use several methods in a semester-long course.

Laboratory Instruction

Many classes in the sciences, business, health, computer science and technologies use specially-equipped classrooms to instruct students. There is increasing interest on the part of faculty in other disciplines (i.e., English and the Social Sciences) to incorporate computer and video technology into their instruction. (For a discussion of laboratory specifications and issues, please see Standard 8).

Self-Paced Learning

Students may elect course work that enables them to learn at an independent pace. The three most common self-paced methods of instruction at MCC are:

- **Center for Individualized Instruction (CII)**, in which over 1,000 students a semester choose to take courses in English, English as a Second Language, mathematics, French, Spanish, German, Finnish, medical terminology, and psychology. In close cooperation with the CII teaching staff, students use a variety of educational technologies, including programmed texts, computer, and video and audio tapes. The course work is equivalent in content and credit to that given in the classroom setting. Students complete a course when they demonstrate mastery of the subject.
- **Mathematics Instruction** in a self-paced format, available for the first four courses in the mathematics sequence. Students study independently in a classroom, with the assistance of an instructor. Students demonstrate mastery of material on examinations.
- **Independent Study**, available to students who have completed a semester in good standing (minimum of 2.00 GPA), allows for pursuit of a program of study developed in cooperation with a faculty member in an area not otherwise offered. A maximum of six semester hours (three per semester) may be taken. Contracts for independent study must be approved by the cooperating faculty member, the division dean, and the Vice President for Academic Affairs.

Interdisciplinary Instruction

To encourage students to integrate knowledge, faculty have recently cooperated on linking course work across disciplines. For example a section of English Composition and a section of Introduction to Psychology were linked through a single group of students and two faculty members. Faculty have created course outlines to reinforce and expand on each other's major domain of knowledge and skills. Interdisciplinary clusters were created with Introduction to Business and English Composition, Reading Strategies I and Basic Writing, and Reading Strategies I and Fundamentals of Mathematics.

To prepare for the full implementation of MCC's new Core Curriculum, faculty have been encouraged to work in pairs and/or teams to develop interdisciplinary courses. One such course (HU/SO 5128 Images of Men) is being piloted and several others are in the planning stages.

Writing-Across-the-Curriculum or "WAC"

WAC supplements course work with common materials across a variety of content areas. WAC has organized the integration of writing into courses and coordinated the selection and use of a Common Book across the divisions. WAC is led by a Humanities faculty member who works with a faculty committee to train and support faculty participating in WAC activities. Common Books that have been studied at MCC are *1984* by Aldous Huxley, *A Sand County Almanac* by Aldo Leopold, *I Know Why the Caged Bird Sings* by Maya Angelou, *The Woman Warrior* by Maxine Hong Kingston, and *Night* by Eli Weisel.

Experiential Education

MCC students have a growing number of opportunities to integrate theoretical classroom instruction with applied experience gained in off-campus settings. They include:

- **Cooperative Education:** Students majoring in Business Administration, Office Administration, Hotel/Restaurant Management, Travel Services Management, Early Childhood Education, and Mental Health are eligible to gain paid work experience at a job related to their field of study while earning academic credit for the experience.
- **Internships:** Several degree programs at MCC either require or provide opportunities for students to work in non-paid, supervised employment settings. Internships are available in Criminal Justice, Early Childhood Education, Mental Health, and health programs such as Dental Laboratory Technology, Diagnostic Medical Sonography, and Medical Assisting.
- **Student Travel and Study:** MCC has organized study tours for students to China, Russia, and Ireland. Requirements for students interested in earning credit through study tours are available in the course outline files in the Workroom.
- **Service Learning:** Beginning in the Fall of 1992, course work has been available which consciously links classroom instruction with student service in the community. Course work ranges from service as a major portion of the course requirements (students participate in a minimum of 25 hours of service) to service as one of several options for mastering course objectives (students participate in a minimum of 10 hours of service). To date, six courses have incorporated service learning. Seven faculty and close to 100 students have participated. A folder on MCC's service learning curriculum initiatives is in the Workroom.

Academic Support Services

The Academic Resources Division provides free professional tutoring in reading and study skills, writing, math, accounting, science, and social sciences. Instructional labs provide support to students in preparing assignments and improving skills in courses across the curriculum; there are writing, reading, and computer labs. Some of the college's computer classrooms and labs also are made available to students not enrolled in computer-related courses. The organizational chart for the Academic Resources Division displays the array of services and locations available college-wide.

Student Achievement

Scholarly and creative achievement by MCC students is encouraged in several ways:

- **Dean's List:** Each semester, students who carry 12 credit hours or more and earn a 3.20 grade point average or higher, without a D, F, I, or IP grade, are recognized with a notation on their permanent record and a congratulatory note from the Vice President for Academic Affairs. Part-time students receive similar consideration upon completion of each block of 15 credits.
- **Honor Society:** Each Spring the Alpha Delta Omicron chapter of Phi Theta Kappa, the national honor society for two year colleges, conducts ceremonies to initiate students who have completed 24 credits at MCC and have maintained a 3.70 or higher grade point average. In 1994, 139 students were inducted into PTK.
- **Graduation Awards:** Superior accomplishment by students is recognized at graduation by awards for achievement in most academic divisions and programs. Two students (one from each campus) are especially honored by being chosen as graduation speakers.
- **Creative Talents:** Outstanding student poetry, essays, short stories, and black and white photos are published twice a year in the student literary publication, *Voices*; artwork, sculpture and photography are displayed in corridor galleries on the first floor of the Bedford Academic Building; and a student improvisational theatre troupe, "Matter of Fact," utilizes student talent in performances focusing on multicultural and social issues and also presents their

performances to area high schools. The college's drama club presents high quality dramatic and musical productions each semester, directed and coached by faculty with professional expertise.

Enhancing Quality Teaching

The first priority of academic programs at MCC is to ensure optimum instruction for students. MCC faculty have documented relevant education credentials, work experience, and references. All faculty, both full and part-time, are hired through inclusive divisional processes, with the final approval of the Vice President for Academic Affairs. (For more information on faculty hiring and evaluation, please see Standard 5 and material referenced there in the Workroom.)

Assessment of the professional performance of faculty members is governed by Article 13 of the system-wide Collective Bargaining Agreement. The faculty evaluation criteria examine instructional methodology, course objectives, content and instructional activities, student evaluation of the course and faculty member, student advisement, and college service. Faculty are evaluated by division deans on a yearly basis, except for tenured faculty members, who are evaluated every other year.

Faculty and Staff Development

The position of Dean of Staff, Program, and Resource Development was created in 1988 to oversee the creation of a wide range of professional development activities for faculty and staff at MCC. The budget for faculty development activities averages approximately \$100,000 per year. Faculty/staff development activities include:

- **Professional Days**, held twice a year, with a focus on group discussions concerning topics of college-wide significance. (For programs from recent Professional Days, please see the Workroom.)
- **Mini-Grants**, providing stipends or course releases for faculty and staff-created projects emphasizing new curricula, instructional methods, and services. (For mini-grant guidelines, representative projects, and project assessments, please see the Workroom.)
- **Sabbaticals**, awarded under the provisions in the faculty contract to selected faculty and professional staff who have completed a minimum of six years of service. A small number of administrators have also been granted sabbatical leaves for relevant activities. (For examples of recent sabbatical reports, please see the Workroom.)
- **Faculty Exchanges**, providing opportunities for both national and international exchanges. Coordinated by an MCC faculty member, such exchanges benefit colleges and faculty on both sides of the exchange process. (For materials related to domestic and international exchanges, please see the Workroom.)
- **Activating Learning in the Classroom (ALC)**, a faculty-led program that encourages MCC instructors to devise teaching plans that bring excitement, freshness, and diversified teaching styles to the classroom to enhance learning. ALC activities include designing course guides, improving course syllabi, developing and analyzing the effectiveness of classroom assessment techniques, using classroom technology, and developing strategies for increasing student motivation. The two faculty coordinators receive released time, and participants are compensated through stipends or released time for their work. (For examples of ALC instructional materials, evaluations, and participant products, please see the Workroom.)
- **Teaching for Diversity Project**, described under "International and Intercultural Initiatives," providing support for widespread curriculum infusion of diversity issues.
- **Professional Development Stipends**, available for full and part-time faculty and staff for conference participation, curriculum development, tuition, and related expenses, through application to a college-wide committee. Funded projects are reported and/or featured in the

college's professional development newsletter. (For examples of project proposals, reports, and summary documents, please see the Workroom.)

- **Publications** designed to support academic and instructional excellence, distributed through the Office of Staff, Program, and Resource Development. These include the monthly in-house newsletter, *The Learning Community*; national publications such as *Teaching Excellence*, *Teaching for Success*, and *Innovation Abstracts*; and a faculty-developed Faculty Handbook, which includes logistical information about the college and its processes as well as pedagogical articles and information. (For copies of these publications, please see the Workroom.)

Academic Advising

Students' needs for information and advice on academic concerns are met in a number of ways. Newly-admitted students are advised and registered by advising center staff/faculty members trained to advise students on their course selection on the basis of placement scores and program requirements. Students entering specialized programs (i.e., human services, paralegal, computer aided drafting and certain health careers) are registered at special sessions staffed by program instructors.

Once enrolled at MCC, students are usually assigned faculty advisors in their program areas. Faculty advisors, who are contractually obligated to advise 20-25 students, are provided with degree audits, mid-semester deficiency reports, program checksheets, and registration forms for each advisee. They also utilize the Academic Advising Manual (see Workroom), distributed to all advisors and periodically updated by Advising Center staff.

Advising Centers, staffed by a faculty director and faculty advisors at both the Lowell and Bedford campuses, supplement and support the faculty advising system. Each semester, six hundred students are assigned directly to the Advising Center; approximately one-third are from "special" populations, requiring a consistently high level of intensive advising. Joint Admission students, high school students, and designated high-risk students are among those often assigned to Center advisors.

Services typically provided by the Advising Centers include one-on-one advising; open houses; instruction and materials on the registration process; add-drop and course change assistance; referrals to appropriate college resources for academic help and support; information on course transferability; faculty workshops; and coordination with Admission, Registration, and Assessment offices.

Continuing education students do not have assigned advisors, but faculty and program coordinators are available for specified periods of times during registration periods. In addition, advisors are available one to three evenings a week on an appointment basis throughout the semester, and Advising Center staff are available to advise continuing education students during daytime hours.

Admission and Retention

Admission

The college's admission policies and procedures are published in both the Viewbook and the Academic Catalog. MCC is a public college with an open admission policy and adheres to a policy of non-discrimination on the basis of sex, race, color, national origin or handicapped status. Students are accepted with a high school diploma, a General Equivalency Degree, or, in some cases, knowledge derived from life experience. Acceptance into a specific program of study may be dependent upon a student's preparation and ability to meet additional standards and/or the availability of program slots.

In order to attract a student population representative of our service area, the college has adopted a balanced recruitment plan, which includes outreach to local agencies and high schools and the general public through publicity, career/transfer workshops, and direct mailings.

Enrollment patterns over the past two years show an increase in the number of women, minority group members, and English as a second language (ESL) students.

Assessment of Entering Students

Upon acceptance into MCC, all students must take the Computerized Placement Test (CPT) in reading, writing, and mathematics. Prospective students who identify themselves as second language students are given a special placement test to determine their level of English proficiency. Entering students who score below the designated cut-off in any area are required to take appropriate developmental course(s) in math, reading, English, and ESL (Several levels of instruction are offered in both ESL and reading). Upon entry to these courses, students are re-tested to verify proper placement. Developmental students are subject to exit tests to ensure sufficient skill to attempt college level courses.

Retention and Special Services

Students admitted to MCC with particular identified needs (i.e., physical challenges, learning disabilities, economic needs, and academic skills deficiencies) are offered a number of programs and support services:

ESL, Developmental Coursework, and Ancillary Services

The college offers several levels of ESL course work in reading and writing to prepare non-native English speakers to enter into college level work. Except for advanced course work, ESL courses do not accrue degree credit. At least one developmental math, English, and/or reading course is required of approximately 64% of our entering students, based on CPT and writing sample scores. Although developmental courses accrue college credit, students do not receive credit toward their degree for them. Tutoring services are available to support students on a drop-in basis or by appointment in Academic Support Centers, staffed by part-time professionals and located at both campuses. Tutoring is offered in math, reading and study skills, writing, accounting, social science, and ESL. There is also a multimedia support lab where students have access to computers, tape recorders, and video play-back equipment.

Disability Support Services

Disability Support Services coordinates services for students who have physical and/or learning disabilities. Services are designed to help students with documented disabilities become successful, independent learners who are integrated into the larger population at the college. Staffed by a full-time director, a secretary, and seven part-time professional staff members, the department provides registration assistance, pre-admission advising, referrals to outside agencies, tutoring, note taking, modified testing situations, scribes, and the use of adaptive equipment.

Other Support Services and Initiatives

- **Freshman Seminar**, a one credit course designed to serve as an introduction to the college and its resources. Skills and attitudes necessary for college success are emphasized.
- **Prepare to Attend College (PAC)**, an eight week orientation and skill-building program for non-native English speaking residents of the Lowell area.
- **CollegeStart**, designed to meet the needs of the adult entering or re-entering college. Through two credit-bearing courses and a support group which meets weekly, students are helped to make the transition to college life.
- **Student Success Program**, a TRIO (US Dept. of Education) initiative providing a comprehensive, coordinated program of supportive services to students in the Lowell area with limited English proficiency and low academic skills. Trained mentors, tutors, and counselors

work closely with 200 eligible students to improve their chances for academic success, retention, and graduation.

(For examples of materials relating to all of these programs, please see the Workroom.)

Credit Policies

The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively enforced. They are appropriate to the degree level at which they are applied.

The college adheres to the policies set forth by *The Undergraduate Experience*, a document published by the Board of Regents in February, 1990, regarding standards for associate and baccalaureate degrees. System-wide criteria for granting course credit toward the associate or baccalaureate degree have been specified for English composition, mathematics and reading. In addition, the document states that any courses designed to improve students' basic study skills and work habits may not be offered for credit toward the degree. This policy is published in the Academic Catalog and is explained to students at Opening Day and during the advising and registration process. Middlesex has designated which courses carry college degree credit and which do not. The information is specified in the college Advising Manual and in registration material distributed to faculty.

College grading and credit policies are developed and reviewed by the MCCFA Academic Standards Committee. Such policies must be approved by the MCCFA and the academic vice president.

The college maintains a common grading system for all courses; it is published in the college catalog and is distributed to faculty with their course grading sheets.

The college has provisions for students to be awarded academic credit for learning outside of the traditional college curriculum. Upon receipt of appropriate documentation, students have been awarded credit for life experience in the military, at their jobs, and at non-accredited post-secondary institutions, seminars, and workshops. Students may also earn academic credit through departmental/challenge exams and through CLEP and Advanced Placement exams.

Transfer Credit

Credits are accepted for transfer from regionally accredited institutions upon submission of official transcripts or other appropriate documents. MCC's transfer credit policies are clearly articulated and published in the college catalog. The Commonwealth Transfer Compact specifies conditions under which Massachusetts community college students may transfer to a public college or university within the state with minimal loss of associate degree credit. The most recent version of the Compact was voted on by the Board of Regents in January, 1990. It too is outlined in the college catalog, although students are advised to meet with their advisor and a college transfer counselor regarding the ways in which the Compact provisions impact their specific transfer plans.

Arrangements with member institutions of the Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM) permit students to cross register in courses at Bradford, Endicott, Gordon, Marion Court, Merrimack, Middlesex, Montserrat, North Shore, Northern Essex, Salem, UMass/Lowell.

Recognizing the significance of the transition between the community college and baccalaureate granting institutions, as well as that between high school and college, MCC created the full-time position of Director of Transfer Articulation in 1993. Reporting to the Vice President for Academic Affairs, the Director oversees the development, maintenance and dissemination of articulation agreements with colleges and universities as well as with secondary institutions.

Middlesex currently has over 40 articulation agreements with area colleges. The agreements are designed to ease the transfer process, allowing a student to specifically plan a curriculum that will

fit a chosen program at a selected four-year college or university. Within the last few years, the college has been active in exploring joint admission programs; it currently provides students with opportunities for joint admission to the University of Massachusetts/Amherst, the University of Massachusetts/Lowell, and Salem State College.

In addition to these articulation agreements, Middlesex has course equivalencies describing the transferability of all MCC courses to UMass/Amherst, UMass/Boston, UMass/Lowell and Bentley College. The course equivalencies serve as guides for advising students in all majors. A 1993 manual outlining the general education requirements and transfer procedures for all public colleges and universities in the state system provides additional assistance to students and advisors. All articulation agreements, course equivalencies and transfer advising guides are available in the transfer counseling offices and the advising centers. Additional copies are distributed to faculty in appropriate departments to assist them in the advising process. (For examples of articulation agreements, course equivalencies, and transfer advising guides, please see the Workroom.)

MCC has also formalized relationships with technical, vocational and comprehensive high schools for the purpose of aiding students from secondary institutions in making the transitions to higher education. Representative vocational/comprehensive high school articulation agreements include the 2+2 Program (seven area high schools), the Workforce Development Program, and MVOTEC (The Merrimack Valley Occupational and Tech-Prep Collaborative) involving six area high schools. (For more information on dual enrollment and credit programs for 2+2 students, and others making the transition from high school to college, please see the Academic Catalog and other materials in the Workroom.)

Graduation Requirements

Requirements for continuation, termination, re-admission, and graduation from MCC are detailed in the Academic Catalog, Advising Manual, and program sheets. The only programs which depart from general college-wide requirements are those in the health fields, in which enrolled students must earn a C average to continue in their programs.

Appraisal

Overview

Middlesex Community College has high regard for teaching, learning, and innovation and a climate in which faculty and staff collaborate to identify and meet student needs. Our commitment to respond to the diversity inherent in the student body of an open admission educational institution is reflected in the extent of our academic programming and the array of instructional methods utilized by faculty. The college has an impressive range of services for under-prepared students; and the needs of special population groups (e.g., returning adults, students with disabilities, dual-admission, and ESL) are attended to with specialized curricula, support services, and advising. All incoming degree students starting in the fall of 1994 will be affected by a newly revised Core curriculum designed to prepare them for a changing social environment that requires both broad-based knowledge and better communication skills. An honors program to further challenge the most gifted students is in development.

A major accomplishment has been the creation of the Division of Academic Resources, which brings together computer and academic laboratories, tutorial staff, the Library, the Center for Individualized Instruction, and Media Services. These academic resources now have centralized leadership, functional relationships among their related areas, and representation at planning, implementation, and budget meetings.

MCC also demonstrates a fine ability to respond quickly to emerging community needs in the implementation of programming (e.g., in the fields of biotechnology, and alcohol and substance abuse counseling). One recent example of leadership in timely initiatives was the recent announcement of a \$1.3 million National Science Foundation award to a consortium led by MCC to develop biotechnology curricula and articulation between high schools, two-year institutions, and the workplace. Programming in environmental technology is in development. Our reputation for solid career education is well established, particularly in the health majors, which boast praise from employers, high graduate satisfaction, and near perfect student performance on registry and certification examinations. Our Transition program is a national award winner for innovative programming for students with developmental disabilities.

Non-credit courses, business and industry programs, and outreach initiatives reflect the college's responsiveness to our surrounding communities. Educational partnerships, as well as collaborations with community agencies and area business and industry, expand and enhance program and resource development at MCC. Of particular note is the fact that our Business and Industry enrollments exceeded 2000 students this year. An example of an especially effective community partnership is in the Software Technical Writing program; the close collaboration between employers and faculty in this program usually results in a 100% placement rate of graduates.

And, since the meaning of community extends beyond the campus borders, MCC has sought and established partnerships with national and international organizations to improve and broaden the range and delivery of our services. In a few short years MCC has developed a nationally acclaimed international program that generates revenues, attracts new scholars to our campus, and enhances our curricula.

The extent of our programming and instruction is a widely recognized and respected strength of this institution. Concerns about our academic programming are generally related to resources and quality. Many of our programs have been created during periods of serious budget constraints. External support for new initiatives has been pivotal in the launching of many of our more recent programs (e.g., the Academic Advising Center, placement testing and course prerequisites, tutoring, diversity efforts, and various certificate/degree programs). New programs eventually

compete with existing programs for a diminishing resource base. There is concern that the overall effectiveness of our efforts will be diluted by a continued emphasis of doing more with less.

Program competition extends beyond the college budget. With so many programmatic initiatives, there is a feeling that not every program is attended to in an equitable way. Lack of sufficient attention to develop and maintain everything that we do at optimum levels has led to competition which has affected morale in some areas. An example is the perception of some faculty and staff that relatively new international programming overshadows and distracts from other areas and priorities of the college, impacts too few students, and is disproportionately recognized. In this case, there is the potential that such feelings may get in the way of optimal integration of international programming into our academic activities. It has become increasingly difficult for faculty to welcome new initiatives without concomitant concerns about the potential impact on viable existing ones.

A related issue, for example, affecting the development, implementation, and assessment of programming is our increased dependence on adjunct faculty and staff. Many highly qualified adjunct faculty and staff are hired at MCC to supplement our full-time employees: they bring new ideas and energy to campus, enabling us to admit more students, deliver more services, and to raise operating revenues. With our present budget constraints, we could not have grown to our current size nor could we deliver our programming without them. There is, however, a downside for academic programming when the number of full time faculty isn't sufficient to fully support academic functions. High numbers of part-time employees translate into a heavier and more stressful work load for full-time faculty, program coordinators, and division deans. Faculty scholarship and research, governance processes, and program advising are examples of areas that are short-changed because full-time energies can only be stretched so far. Furthermore, consensus on curriculum development and assessment is difficult with current staffing patterns.

A final concern relates to instructional support. Program coordinators report that budget constraints which continue over lengthy time periods can and will result in insufficient and outdated hardware and software, inadequate maintenance and upkeep of equipment, a lack of necessary materials, and too few tutors and lab assistants to support instruction. And in some programs, college facilities to fully engage students in their major are unavailable: the college is, for example, still struggling with ways to replace the performance and studio art space that was lost when we gave up leased space in Burlington.

Core Curriculum

The newly revised Core Curriculum at MCC was created by a representative group of faculty and academic administrators and will be required of incoming students beginning Fall 1994. The three and a half years it took to create is a measure of our thorough deliberations. A measure of the painstaking effort made to be inclusive in all discussions and deliberations was the virtual consensus of its adoption by MCCFA.

Our new Core represents an important advance in our degree requirements, expanding the humanities emphasis; mandating both math and science courses; incorporating educational values such as computer literacy, ethics, and diversity as Core requirements; and encouraging the faculty development and student selection of interdisciplinary coursework. Furthermore the revision of the Core is having the positive effect of stimulating faculty discussion and invigorating the overall academic program at MCC.

One concern for effective implementation of the new Core is the large number of adjunct faculty at MCC. The second phase of the Core, incorporating intensive values into curriculum, presumes substantial faculty consensus on course content. The interaction that will be necessary to the process will be difficult to attain under irremediable time constraints that exist for most adjunct faculty. Orientation and integration of adjunct faculty into department and division decision-making is hampered by conflicting schedules and varying levels of motivation for involvement;

and assimilation of adjunct faculty is slowed by irregular contact with other faculty and administrators, despite substantial outreach efforts to ameliorate this situation.

Additional concerns about the Core implementation include the identification of financial resources to support intensive values (particularly computer literacy, math, science, and writing requirements) with additional equipment and instructional assistants; administrative attention and oversight for full incorporation of the Core into the academic programming; and the development of a valid and reliable evaluation plan to assess student outcomes.

Program Assessment

Program assessment at MCC ranges from cursory to comprehensive. In general, career programs which respond to external accrediting agencies are the most rigorously assessed. Our health programs have developed considerable expertise in assessment and could provide excellent models for other programs. There is a need for programs with fewer external pressures for outcome data to develop assessment criteria and procedures which are institutionally appropriate (see Standard 2).

Much progress has been made in assessment which begins in the classroom. Forty faculty have been trained in classroom assessment techniques to inform instruction throughout the semester. In addition to classroom assessment and course grades, some program coordinators are relying on more qualitative measures of student learning such as portfolios, simulations, experiential learning, exhibitions, and internships.

Every MCC career program has, or is developing, a functioning advisory board to work with program faculty on curricula improvements, job identification, faculty recruitment, planning, and assessment. Properly utilized advisory boards are essential for linking academic instruction with job skills and career development and need to include a representative mix of employers, alumni, and curricula specialists. The Criminal Justice and Software Technical Writing Advising Boards are noteworthy for their community representation, consistent activity, and input into curriculum development. Every advisory board should be evaluated for effectiveness and deliberately linked to a comprehensive outcomes assessment plan.

One College

MCC has made substantial strides in standardizing its policies, procedures, and services throughout its programming. Known as "One College", this initiative has proceeded despite the Commonwealth's funding peculiarity that purposefully demarcates the day and evening program budgets. All academic programming, with minor exceptions, is organized under the auspices of the Vice President for Academic Affairs. Progress has been made on the extension of some services later in the day to include evening students. Day and evening course listings have been brought together in a single master schedule, allowing students more flexibility in course offerings and scheduling.

Despite our progress, inequities still exist for evening and weekend students in their access to academic support services such as the library, academic advising, assessment, and tutoring. Services are less available at hours when these students are typically on campus. However, more research needs to inform our decisions about which services may need to be increased to meet the needs of this particular population.

Evening and weekend faculty are also disadvantaged vis-a-vis the day program. Despite valiant efforts by staff, current communication systems are inadequate to support their integration into department, division, and college-level deliberations. Evening and weekend faculty have the least amount of academic support, oversight, and guidance. A full implementation of "One College" will require the identification of office space, secretarial assistance, and a more effective communication network.

Finally, "One College" is not the same as "one college fits all." The specific needs of evening and weekend students and faculty must be assessed regularly; and programming, communication, and resources appropriately applied.

Instruction

The focus on teaching and learning, reflected in the amount of instructional development offered and the numbers of faculty and staff, both full and part-time, who participate in it, is a recognized strength of MCC. Due to the dedicated investment of personnel and resources (see "Scholarship and Research" below), increasing numbers of students have access to innovative learning and/or alternative formats (e.g., Activating Learning in the Classroom and Center for Individualized Instruction). In addition, faculty and staff are working hard to expand opportunities for student learning outside the classroom. Examples include community service-learning and international travel. Increasingly, diversity and international topics figure prominently in both revised and newly created curricula.

Instruction is a collaborative exercise that benefits from a shared understanding of academic standards. Some MCC faculty feel that grade inflation has a substantial effect on the evaluation process, thereby tainting the meaning of an associate degree, while others argue that more effective teaching methods explain the rising grade point average at MCC. To help resolve the question, more opportunities for faculty to discuss grading policies and standards are needed, as well as the development of a comprehensive academic programming assessment plan.

Furthermore, to keep pace with new and effective instructional developments, we need to invest in more computers and related technologies. More technology assistants and tutors will need to be hired to reinforce the new Core Curriculum requirements. Faculty will need ongoing support for risking new practices in their instruction; they will also require more access and ongoing training in new instructional technologies.

The Advising Center represents a substantial improvement in access and consistency in academic advising at MCC. Without sufficient full-time faculty and staff to accommodate the student population, the implementation of the Advising Center was a critical supplement. The specialized advising for cohorts of students, such as joint admission students, is a notable strength of the Advising Center.

Continued development of the Center is necessary to meet the advising needs of evening and weekend students. In addition, all faculty advisors need better degree audits, on-line screen access to students' records, and up-to-date information on degree requirements to be effective academic resources for students.

Scholarship and Research

A remarkable achievement in today's budget climate is MCC's commitment to staff development. The establishment of the Dean of Staff, Program, and Resource Development position, a substantial annual budget, creative programming and publications, as well as conscientious professional development assessment measures have seeded, nurtured, and celebrated the personal and professional ambitions and accomplishments of large numbers of full and part-time MCC faculty and staff. The publication record alone of MCC faculty and staff is a remarkable accomplishment.

A noteworthy improvement since our last accreditation report has been the allocation of resources to support academic leadership at the divisional level. In recent years, these positions have been recognized by a title change to dean, the earmarking of financial resources to support conference attendance, and the allocation of administrative support personnel. We have established ties with the National Community College Chair Academy, and three of the division deans have participated in that organization's national activities. Attention should now be extended to department chairs, as they are essential to the development of curricula, faculty contact, and student support.

Staff and program development has been critical for maintaining an innovative spirit at MCC, particularly when state-level processes threatened to undermine initiative and sap energies. The breadth and depth of scholarship and research activity at MCC is integral to the overall health of our academic programming and instruction and must be continuously supported. Faculty and staff need ongoing access to new tools and new processes to remain energized.

Admission and Retention

We have made important strides in assisting students with the identification of skill deficiencies and in establishing prerequisites for credit-bearing coursework. Unfortunately, we have not yet been able to secure computer software that would ensure that students adhere to prerequisites and faculty advice.

As increasing numbers of students enter the college without college-level skills, all faculty need additional training for working with under-prepared students. Furthermore, we require additional research on the validity and reliability of our current computerized assessment instruments. Longitudinal research on the impact of remedial interventions for under-prepared students would also help us determine the effects of our work.

Middlesex has shown substantial foresight in creating the first position of full-time Director of Transfer and Articulation in the state of Massachusetts. Many new agreements with feeder institutions (e.g., technical high schools) and with baccalaureate programs have been developed. We have better information about transfer and the fit between curricula. These efforts require continuous attention. In addition, a specific focus on school-to-work should and will be developed.

Projection

The large variety of educational programming at MCC grows out of a creative, dedicated, and energetic faculty, staff, administration, and president. Every year sees the addition of new initiatives and greater commitments to our service area despite declining resources. To continue our tradition of high quality academic programming we will take the following actions:

1. A comprehensive assessment plan will be developed and implemented, including valid and reliable measures to assess the effectiveness of our programs and instruction. An assessment plan that continuously informs the content and process of our programming will assist in our decision making, emphasize quality, and help to establish priorities. Essential assessment issues for academic programs and instruction are articulation and post-transfer, developmental education, Core Curriculum, diversity and international curricula, and post-graduation work performance. (For further discussion on an overall assessment plan, please see Standard 2.)
2. Career program advisory boards will be evaluated and strengthened to more effectively link the academic curricula and the work environment. Training and assistance will be provided to program coordinators and department chairs to maximize the benefit of advisory boards for students and faculty.
3. Budget decisions will be made with the costs of maintaining and enhancing current programs as well as implementation costs of projected programs in mind. When the budget cannot sustain programs at high levels of quality, we will reassess our planning and implementation priorities.
4. A plan, including projected costs, for the full implementation and assessment of the newly revised Core will be created. Personnel and fiscal resources will be allocated appropriately.
5. We will continue to expand faculty and staff access to students' records and information on degree requirements.
6. As programs continue to diversify, bringing in under-prepared or special needs populations, MCC will expand and improve academic and other support services--tutoring, specialized advising, disabled student support, financial aid, personal counseling, and staff development. The implementation of a prerequisite checking system remains a high priority. Emphasis on under-prepared students will influence hiring, professional development, support mechanisms, and community collaborations.
7. The hiring of full-time faculty and academic staff remains a priority, with special attention to increasing the diversity of our teaching and academic staff.
8. There will be aggressive outreach to adjunct faculty, and new mechanisms to inform and involve them will be created.
9. Progress on "One College" will continue. Discussion will continue on identifying and meeting the needs of evening and weekend students and faculty, the standardization of policies, and the equitable extension of services.
10. The role of department chairs will be assessed and their training, support, and professional development needs will be identified.
11. Funding for a Director of Instructional Technology will be sought, and a plan for increasing the amount and effective use of academic technologies at MCC will be developed. (See Standard 7 for more.)
12. A focus on School-to-Work will be articulated, and a plan will be developed for MCC's involvement in federal, state, and local initiatives.

STANDARD 5 – Faculty

Description

In the fall semester of 1993, 127 full-time and 180 part-time faculty members were responsible for the instruction of 4,309 day students. These numbers are noteworthy compared with the total student numbers and full-time/part-time ratio at the time of MCC's 1986 self-study, when there were 100 full-time and 64 part-time faculty for a day student head count of 2,597. Like several other colleges in Massachusetts, Middlesex depends increasingly on part-time faculty to serve a larger proportion of a growing student population.

Preparation, Qualification, and Rank

MCC's current full and part-time faculty distribution, including all continuing education instructors, is displayed below:

Table 5.1: Faculty (Full-Time and Part-Time, Day and Evening)

	<u>Full-Time</u>	<u>Part-Time</u>
Business	20	71
Health Careers	31	37
Humanities	29	81
Mathematics/Science	28	84
Social Science	<u>19</u>	<u>70</u>
Totals	127	343

There are enough faculty members to carry out a high level of classroom instruction, and the table of ranking below shows the preponderance of teachers who have attained assistant, associate and full professorships. A majority of the faculty hold advanced degrees, while many others are engaged in graduate studies at the doctoral and (second) master degree levels. Faculty in some specialized programs hold professional licenses or certifications appropriate to their teaching areas. Seventy percent of the faculty hold tenured positions.

Table 5.2: Ranking of Full-Time Faculty.

<u>Rank</u>	<u>Number</u>	<u>Percentage</u>
Professor	79	62%
Associate Professor	25	20%
Assistant Professor	21	17%
Instructor	<u>2</u>	<u>1%</u>
Totals	127	100%

Professional Activities and Development

Professional development opportunities for faculty and staff at MCC have expanded significantly since the 1986 accreditation report (see Standard 4). Each year, approximately 300 faculty are funded for one or more voluntary professional development initiatives. Three college-wide professional development programs, offered through the Office of Staff, Program and Resource Development, have resulted in literally hundreds of curricular innovations and refinements, as well as materials and activities which have added substantive value to student learning:

- **Minigrants:** Each year, between 15 and 20 faculty engage in curriculum development projects, designed and carried out by individuals or small groups of collaborating faculty. The main criterion for minigrant projects is that they have a direct impact on students. All minigrants are ultimately evaluated in terms of student outcomes.

- **Activating Learning in the Classroom (ALC):** During the 1993-1994 academic year, 60 faculty took part in on-campus workshops and seminars, developed and led by two MCC faculty members. As described earlier, ALC involves teachers in reassessing the goals and content of courses they want to evaluate and reconfigure for greater effectiveness. The ALC workshops now include Classroom Assessment Techniques seminars, which are always well-attended. The materials developed in them have been widely applied in classroom practice (write-ups of specific techniques and results appear in various issues of *The Learning Community*, and other ALC materials are available in the Workroom).
- **Conference Attendance:** During the 1993-1994 academic year, more than 159 MCC faculty and professional staff have upgraded knowledge and skills through attendance at regional and national education conferences; this year, twelve have given presentations at such meetings.

Many faculty members, both full-time and part-time, pursue professional interests, most of which are classroom-related. At least ten faculty have book publication credit as authors and/or co-authors for work produced within the past five years, including textbooks (e.g., mathematics, reading, study skills, software technical writing, a handbook for first-year community college students, library research and writing) as well as fiction and poetry.

(For a full listing of Professional Development opportunities for faculty and staff, see Standard 4.)

Recruitment

Recruitment and hiring are conducted in a manner that strictly adheres to the Middlesex Community College's Affirmative Action Plan (see Workroom). Positions are advertised in the *Chronicle of Higher Education*, *Boston Globe*, *Lowell Sun*, and in newspapers with minority readerships (e.g., the *Bay State Banner* and *El Mundo*). Adjunct faculty are hired from applicant pools developed from responses to these classified ads. The charts in the Appendix to this report document the slow but steady progress that has been made in affirmative action hiring.

Association and Union Memberships

All faculty automatically become members of the Middlesex Community College Faculty Association (MCCFA). A constitutional amendment voted in April 1994 extended full membership and voting privileges to part-time faculty, professional staff and administration. As the MCCFA is the body out of which college committees are formed, the new amendment allows for committee service of all interested part-time faculty and staff.

As mentioned in Standard 3, the collective bargaining unit for full-time faculty and professional staff is the Middlesex Community College Professional Association (MCCPA). Professional staff, as defined in the contract, are those non-faculty members who spend more than fifty percent of their time instructing, counseling, or providing direct services to students.

The collective bargaining agreement does provide contractual security. This agreement makes provisions for reappointment; nonreappointment can occur during the first three years without cause and neither the reasons nor the decision can be subject to grievance. Thereafter, reasons need to be in writing. Faculty are eligible for tenure after six years. A committee composed of faculty and professional staff, as specified in Article XI.11.03.C of the contract, reviews personnel files of eligible faculty and sends recommendations for tenure to the President or her designee.

The reappointment language protecting part-time faculty operates differently from the full-time faculty provision. When seniority status is reached, part-time faculty members are guaranteed the offer of a course every semester if there are sufficient courses scheduled in their work area. Seniority is attained after teaching a total of at least five courses over three consecutive years, all the while receiving satisfactory evaluations.

(For a copy of the Collective Bargaining Agreement for faculty and professional staff, please see the Workroom.)

Evaluation

Using contractually mandated forms, each faculty member is evaluated using a five-element process. (Copies of the evaluation forms may be found in the Collective Bargaining Agreement.)

Student Evaluations	30%
Course Material Evaluation	25%
Classroom Observation Evaluation	25%
Student Advisement	10%
College Service Evaluation	<u>10%</u>
Summary Evaluation	100%

Most of the evaluation process is carried out by the division deans, although course materials may be evaluated by the department chairs/program coordinators. Department chairs may also assist in the classroom observation of faculty in a clinical or laboratory setting where students are developing occupational or pre-professional skills.

A contractually-mandated mechanism for evaluating the performance of department chairs/program coordinators is also employed. Department chairs/program coordinators receive an annual written evaluation completed by their respective division deans. The evaluation is based upon the accomplishment of tasks which have been established and agreed upon. These tasks and duties are clearly defined in Sections 20.05 and 20.06, Article XX, of the Collective Bargaining Agreement.

Department chairs/program coordinators are also evaluated by full-time faculty in their program/work area, using Forms XX 1 or XX 2 of the Agreement. The evaluations by faculty are used for the sole purpose of the recommendation to reappoint/nonreappoint.

The evaluation of adjunct faculty is similar to that for full-time faculty; however for the latter, advisement and college service are not required.

Student Advising

Full-time faculty are contractually obligated to advise students; the Office of Records and Registration assigns 25 advisees to each faculty member. Part-time faculty and some administrators and professional staff also have assigned advisees; however, part-time faculty who participate in advising receive extra remuneration. Advising Centers at each campus, staffed by trained personnel, augment the efforts of the above individuals.

Salary, Benefits, and Workload

Faculty salary scales for both full-time and part-time faculty and benefit packages for full-time faculty are delineated in the contracts. Both contracts expire on July 1, 1993, but the full-time faculty contract has a hold-over clause Article XXV until a new contract is negotiated.

The full-time faculty workload is described in Article XII of the Agreement and consists of a usual load of twelve instructional hours per week, five office hours per week, attendance at department and division meetings, service on college committees, advising and registration of up to 25 students per semester, active participation in mandatory events such as the college professional days (one each term), and commencement in the spring. Some faculty elect to teach more than the twelve instructional hours and receive additional compensation.

The part-time faculty workload (delineated in Article XIII of their contract) consists of meeting all class sessions, preparing lectures and evaluating student performance, meeting with students at mutually agreeable times for extra help, and selecting an appropriate text for their course, unless department policies indicate otherwise.

The contract provides for a variance in workloads depending on the particular teaching assignment; for example, full-time faculty in the Health and Science areas are required to spend much more time with students in labs and in supervised hospital internships. However, those

courses which require more hours often have a smaller class size. Some classes are limited in numbers to deal appropriately with a particular level of instruction.

Some released time is granted to certain faculty for undertaking professional development roles (e.g., the Activating Learning in the Classroom coordinators), for assuming leadership roles in advising or governance, or for acting as department chairs or program coordinators. Some other college initiatives (e.g., International Education) also garner released time.

The Role of the Faculty

The role of full-time and part-time faculty is expressed in an abbreviated form in the Faculty Handbook and further delineated in Article XII of the Collective Bargaining Agreement (see Faculty Workload above). The role of faculty is addressed more formally in the MCC Faculty Association bylaws, the MCC Professional Association bylaws and individual department bylaws where they exist. (For an example, please see Department of Nursing: Faculty Organization – Rules and Regulations, in the Workroom). Individual departments also delineate specific job responsibilities through written job descriptions.

As noted in Standard 3, the college-wide faculty organization (MCCFA) and the collective bargaining unit (MCCPA) bylaws portray the role of the faculty body in terms of the recommending/advising function, meant to advance the welfare of the students, improve instructional facilities, advance the role of the college in the community, maintain high academic standards and improve the professional/economic status of the members.

Active participation in MCCFA and other college committees may be used to fulfill College Service (specific committees are listed in the Standard 3). Participation varies with individual interest/focus, time availability, and previous experience of involvement. (The most recent list of committee participants is available in the Workroom.)

Adjunct faculty are hired on an "as needed" basis each semester to teach individual class sections. They are not obligated to perform college service of any kind, although many do. They are notified of upcoming meetings and are invited and encouraged to participate.

In an effort to address issues regarding the policies, procedures and support services of MCC, the college distributes a Faculty Handbook, which was developed and is updated by a faculty member. It serves as a resource and guide and is particularly valuable to part-time faculty.

Article XIV of the Agreement contains guidelines for the criteria and process for a Change of Rank for full-time faculty. Advancement through the four ranks for faculty is earned through successful evaluation, achievement of certain levels of experience and education, and service factors. It should be noted that change in rank carries no monetary award or salary increase. The concept of faculty rank is not applied to adjunct faculty.

Academic Freedom and Ethical Conduct

Academic freedom is supported by Article VII of the Collective Bargaining Agreement. The Faculty Handbook also addresses academic freedom. If faculty members feel their rights of academic freedom have been violated, they may institute grievance procedures as described in Article X. Mechanisms to ensure that the faculty act responsibly and ethically are also covered in the Agreement, Article VII, Section 7.02.

Appraisal

Strengths

The faculty at Middlesex have enjoy a positive working environment, where there is great cooperation among administration, faculty, and staff, and a low grievance rate. Despite an ongoing struggle to settle contracts in a timely manner, the faculty continues to pursue a variety of professional growth activities and to achieve awards in many areas. (For more on collective bargaining-related issues, please see Standard 3.)

Eighty-three people who teach in the day division responded to a recent survey of faculty indicating that during the last five years, 11 have completed doctoral degrees; 17, master's degrees; and 2, certification in a particular area. In addition, 72 of the 83 respondents reported professional activities including the writing/publication of textbooks, independent research, seminar attendance, course enrollments, or in some other way added to their scholarly background.

Our professional days, one each semester, are enhanced by faculty who share their new ideas with college associates in a collegial spirit. Our monthly in-house publication, *The Learning Community*, features professional activities and achievements. There is a strong value placed on growth and development at the college, which is reflected in the many activities faculty undertake to enhance their own learning.

While the ratio of full-time to part-time faculty continues to diminish, thereby reducing the number of full-time faculty who need to fulfill college service by contract, large numbers of faculty continue to give of themselves in many ways beyond contractual obligations. As an example, twenty of the twenty-eight active student clubs on campus have faculty advisors.

The faculty are seen by students and administration as willing to be flexible, open to customizing courses to fit particular needs, and involved in teaching off-campus in Business and Industry Programs. Many of the faculty participate in a variety of volunteer programs in the local communities, and as a result, the college is viewed in a positive way.

Positive student learning experience is evidenced by the ever-increasing number of those completing degrees and the numbers of students transferring to baccalaureate level. Faculty awareness of students' needs and willingness to meet those needs is evidenced by MCC's retention data, which has shown continual improvement.

Areas of Concern

A major concern, already discussed in Standard 4, is MCC's heavy reliance on part-time faculty. (In the fall semester of 1993, the total number of courses taught by full-time faculty was 45%, while part-time faculty taught 55%.) In the literature reviewed, there was no national standard discovered for determining an ideal ratio between full-time and part-time faculty; community colleges were found to have higher part-time faculty ratios than private colleges due to the breadth of instructional programs offered. The general concern of over-reliance on part-timers echoes throughout our Self-Study because it has an impact on instruction, communication and "community," and college governance. Despite our understanding that part-time faculty provide us with much-needed and valued expertise and flexibility, there is a general feeling that our current ratio is too high and that full-time teaching positions must be restored.

Technical support continues to be an issue for many faculty who do not have computers in their work spaces. Although there has been progress, the urgency for student equipment has often pushed faculty needs in this regard to the back burner. There is a need to explore additional ways to provide faculty with convenient computer access.

Both full-time and part-time faculty are provided security by a contract negotiated every three years. As discussed in Standard 2, the current contract has expired and negotiations are ongoing. The level of frustration and helplessness felt by the faculty during long, protracted negotiations affects general college morale.

Workload allocation is a concern for the science and health faculty. Some faculty in those areas feel that because they cover labs and clinics, they put in more hours than those contributed by faculty in most other areas.

Faculty evaluation is a multi-faceted concern for faculty. Although the five evaluation tools mentioned in the Description section are contractually mandated, there are concerns about the consistency and timeliness of completion of these documents. Some faculty, dissatisfied with the level of information provided through the instruments, have initiated their own assessment tools to garner more relevant feedback from students.

Projection

1. The college will continue to replace unfunded full-time faculty positions as subsequent budgets allow.
2. The college will explore ways to utilize the considerable talents of many part-time faculty as student advisors.
3. Faculty development which facilitates collaboration and information sharing between full- and part-time faculty will be supported as funding is available. The viability of providing compensation for full-time faculty to serve as liaisons with part-time faculty will be explored. (Additional recommendations relating to part-time faculty are in Standard 4.)
4. The college will explore ways to provide for additional computers in faculty offices and other work spaces.
5. An effort will be made to ensure that all faculty evaluation components are completed in a timely way. Faculty will also be encouraged to utilize additional assessment methods which provide further insight into student competence and teaching effectiveness.

STANDARD 6 – Student Services

Description

Philosophy and Services

A comprehensive program of student services at Middlesex Community College reflects the importance the college places on students' personal development. Specific areas of service are offered by both the Enrollment Management and Student Development divisions, with academic advising and tutorial support coordinated and managed through Academic Affairs.

Student services at Middlesex Community College are guided by a philosophy that places particular emphasis on fostering student involvement in the college and surrounding community, enhancing students' capacities to appreciate individual and cultural differences, and encouraging their personal and intellectual growth. There is regular assessment of the characteristics and needs of students and evaluation of programs and services. The Student Development mission statement is available in the Workroom.

New Student Orientation

During the registration process, newly enrolled students meet in small groups with a faculty member, who provides information about the college, in response to their individual questions. On the first day of the fall semester, there is an Opening Day orientation for new students, followed by small group meetings with academic advisors so that an advisory bond is established early on. Each new student is given two booklets: "In Their Own Words," describing Middlesex from student and faculty perspectives, and "Making the Grade," outlining strategies for college success. (For copies of these documents, please see the Workroom.)

Freshman Seminar, taught by faculty and staff members, encourages student interaction and underscores the theme of involvement. This first year college introduction experience is required of all Liberal Arts and Sciences and Liberal Studies students. The program has won awards, including the Noel-Levitz Retention Excellence Award and the Pyramid Award of the Interassociation Community College Conference. It was featured, as well, as an example of a model community college program in the book *Between A Rock and A Hard Place* (see Workroom) by John and Suanne Roeuche and was highlighted on a Public Broadcasting System program describing innovative programs featured in the Roeuche's book.

Diversity and Outreach Initiatives

An increasingly important college goal is to enhance students' capacities to appreciate individual and cultural differences. Racial and ethnic minority students are actively recruited and are supported once they have enrolled. The Admission Office's balanced recruitment plan was developed in conjunction with the Affirmative Action Committee in an effort to have the college's enrollment reflect diversity of ethnic, racial, age and income levels. In recruiting students for the competitive health careers division, care is taken to inform applicants and potential applicants of the intensive and continuing support given to minority students to encourage their retention and successful completion. Each minority applicant receives a personal telephone call from a minority faculty or staff member. In the Financial Aid Office, there are counselors who are fluent in Spanish and Khmer.

Examples of diversity and outreach initiatives are as follows:

- **Campus Organizations** such as the Multicultural Club, International Club, Black Unity Club, and Gay and Lesbian Alliance provide forums for the presentation of festivals, displays, foods, music and speakers to celebrate the richness of diversity and appreciate varied customs.
- **One World Series: A Community At Work** is another activity that contributes to a climate of appreciation for individual and cultural differences. It is sponsored by the Student Life Department and features a program of speakers and activities dealing with issues of multiculturalism.
- **International Fellowship Program**, sponsored by the Student Union Government Association, promotes foreign study tours. Student groups have traveled to Russia and China, with expenses covered by a fund set aside within the Student Activities Fund. This program is competitive, and any currently enrolled Middlesex student may apply. The fellowships are part of a three credit course, and students who participate complete a project which contributes to the college community.
- **Community Outreach Center**, located at the Lowell campus and staffed by two full-time counselors, provides support and assistance to non-native English speaking area residents. The center also offers assistance to ESL students on campus. Additional services include financial planning, cultural adjustment counseling, translation and interpretation, advising and citizenship information. Over 500 individuals from more than forty countries have participated in the Prepare to Attend College program offered through the Center, and many have continued their education at the college after graduating from PAC.

Counseling Services

Counseling services include career development, personal counseling, transfer counseling, job placement, services for adult students and services for economically disadvantaged students. The staff consists of four full-time counselors with multiple functions, and three part-time counselors. There are Counseling Centers in both Bedford and Lowell, each of which has a variety of resource material including career reference books, career guides, college catalogs, applications, and computer assisted career guidance systems. In addition to individual counseling appointments, students may take advantage of workshops, classroom presentations and Student Development courses such as Career and Life Planning.

- **Services for Entering Adult Students** are available through a special program, CollegeStart, described in Chapter 4. There is also a student club, Adults Return To School (ARTS), advised by counselors both in Bedford and Lowell.
- **Career Counselors** and a counseling intern assist students in assessing interests, values, abilities and preferred work environments. Students may use career inventories such as the Harrington-O'Shea and the G.I.S. computer-assisted career guidance system.
- **Transfer Counseling** serves students interested in transferring from Middlesex Community College to four-year colleges and universities throughout Massachusetts, and to out-of-state institutions. Through individual appointments and workshops, the transfer counselors help students prepare for appropriate baccalaureate programs, providing specific information about course selection and transferability of credits. They explain articulation and joint admission agreements between Middlesex and other colleges, and sponsor College Days, where admission representatives from area colleges and universities, both public and private, provide specific transfer information about their institutions. A free computer-assisted search service, START, provides students with individualized scholarship information.
- **Personal Counseling** is available for students with issues in their personal lives that interfere with their academic success. Students requiring extended therapy or specialized assistance are referred to appropriate community resources. Personal counselors provide consultation to faculty and staff, and work collaboratively with other college departments (Student Life,

Health Services, Disabled Student Services, specific academic divisions) regarding the psychological well-being of students.

- **Job Placement Counseling** consists of individual and group assistance with interviewing techniques, resume writing, and other job-seeking skills. Current full-time job listings from area employers are posted in the Counseling Centers. Students register with the Counseling Office regarding job placement and are notified of appropriate job openings. In addition, students may meet with individual employers at Job Fairs, held during the spring semester at each campus. An employment guide, *The Brief Job Hunting Manual*, compiled by the placement counselors, is available to all students.

Disability Support Services

Disability Support Services at MCC include services for learning disabled students, physically disabled students and a previously described, self-contained two year certificate program for severely learning disabled students, called Transition. (For a description of the Transition Program, please see Standard 4.) There is a full-time director, two part-time learning disabled specialists on each campus, one part-time learning disabled specialist who provides assessments for students, and two part-time staff for physically disabled students. Transition staff includes a full-time instructor, a full-time internship coordinator, and four part-time instructors.

Learning disabled students are identified in several ways. All students who apply to the college are invited to complete a form indicating their need for learning or physical disability accommodations. Students who declare a disability are invited for an intake interview. At that time, the student and learning disabilities specialist discuss the student's strengths, weaknesses, need for accommodations and college expectations. Some learning disabled students require minimal or no support services; others require service for short periods of time; and others need extensive support. In addition, some students are referred by faculty who suspect a learning disability, and those students are given the option of an assessment within the college or a referral for an extensive neuro-psychological test battery. Over 400 students in any given semester declare a learning disability; all receive an intake interview, and about half receive extended support.

Currently there are over 100 physically disabled students on campus registered with the D.S.S. office. The majority receive continuing support while at Middlesex. Services include assistance with time management and organization skills, course selections, textbooks on tape, copies of class notes, monitoring of alternate forms of exams, advocacy with professors, basic instruction in word processing, access to adaptive equipment (speech synthesizing software) and referrals to outside agencies. The college recently purchased a telephone device for the deaf (TDD) to enhance access for individuals with hearing/speech disabilities, and has received funds which were sought from the Division of Capital Planning and Operations to improve physical accessibility on both the Bedford and Lowell campuses (see Standard 8 for more detail).

Health Services

Health Services offers urgent care, evaluation of illness/injury with appropriate referrals, and health education programs based on a wellness model. Offices are staffed by a full-time nurse Director in Lowell and a part-time nurse in Bedford. They supervise and maintain confidential medical records for Health Career Division Programs, Early Childhood Education, International students, state-mandated immunization records, employee tuberculosis testing, and accident reports. Community outreach programs such as Alcoholics Anonymous, Narcotics Anonymous, ALATEEN, ALANON, Gay Men's Support Group, Batterers' Support Group, and the Greater Lowell AIDS Task Force are hosted by the Lowell Campus Health Service on a weekly basis throughout the year. There is an extensive program of health education with health fairs, blood donor drives, smoking cessation support groups, and workshops on HIV, birth control, mammography, nutrition, etc.

Registration

The Office of Records and Registration at each campus provides information, assists with the transfer process, and assigns academic advisors. It also maintains and updates all the program requirements for the courses offered by the college. The office is currently involved in researching new technology to improve registration and record keeping processes.

Financial Aid

The Financial Aid department maintains compliance with all federal and state regulations applicable to the financial aid process and strives to provide for the needs of our diverse student population. The department has successfully met all audit requirements as conducted under the auspices of the Auditor of the Commonwealth of Massachusetts in conjunction with the single audit of the Commonwealth since the date of the last accreditation visit.

Seven full-time and four part-time employees staff the Bedford and Lowell Financial Aid offices. Each office makes available the Free Application for Federal Student Aid (FAFSA), the Student Guide, and pamphlets and brochures on grant, loan, and scholarship programs. Upon request, an application package that includes the FAFSA, the Student Guide and a fact sheet of financial aid procedures is sent by mail. Six thousand FAFSAs were distributed by the financial aid department for the 1992/93 academic year.

During the 1992-93 academic year, 2061 students received some form of financial assistance amounting to \$4,128,406. Since the college's last accreditation visit, the number of student recipients/total financial assistance has increased by 132%. During that same time period, the cohort default rate (performed by the U.S. Department of Education on loans made to students under the Federal Supplemental Loans for Students and Federal Stafford Loan program) dropped to 5.3%, representing a 6.7% decrease from the rate reported in 1986.

Student Life

Student Governance, Activities, and Programs

The Office for Student Life coordinates student leadership programs, student activities, student government, clubs and organizations, and recreation and wellness programs. There is a full-time director, two part-time activities coordinators, a part-time fitness center director and one part-time fitness center assistant. There are many opportunities for student involvement and student leadership on campus. Students participate in 31 recognized student organizations.

- **Student Union Government Association (SUGA)** includes fifteen elected positions, with proportionate representation from the Bedford and Lowell student bodies. Members of Student Government meet frequently with the Dean of Student Development and the President to ensure good communication and dialogue. The Director of Student Life serves as SUGA's advisor.
- **Student Ambassadors** is a group of approximately twenty students, nominated by faculty and staff, who serve as an additional student focus group for the President.
- **Annual Leadership Retreat** is offered each year to all SUGA representatives and student leaders from the various clubs and organizations. Typically, thirty-five attend and concentrate on leadership skills, team building, group dynamics, communication, diversity and goal setting.
- **Student Activity Boards** plan events and activities over the course of the year on each campus, under the direction of the coordinators of Student Activities. The One-World Series, mentioned earlier, is arranged through the Office of Student Life.
- **Recreation and Fitness Programs** on the Bedford campus include a fitness center with weight-training and cardiovascular machines. Students in Lowell may join a local fitness club at a

reduced fee. Activities such as aerobics, skiing and golf, and intramural sports are offered, according to student interest.

Student Rights, Ethical Standards, and Academic Records

Policies regarding student rights and responsibilities are published in the MCC Academic Catalog. In addition, student grievance procedures are detailed in the Student Handbook (see Workroom), issued to each incoming student and made available in many campus locations. The grievance procedure is fairly administered in accordance with those policies and procedures.

Ethical guidelines for Student Development, based on standards established by the American College Personnel Association, are also printed in the MCC Student Handbook. Student services personnel adhere to standards specific to that department. In addition, they refer to standards developed by the National Association for Campus Activities, the American College Health Association Guidelines, and other organizations appropriate to the particular service area.

The Academic Catalog and the Student Handbook publish policies regarding educational records and state that privacy rights are observed in accordance with the Family Educational Rights and Privacy Act (commonly known as the Buckley Amendment). Using this guideline, MCC protects the privacy of all students. The importance of confidentiality is emphasized to the professional and support staff, as well as all staff who have access to computers.

Student files are maintained in the Registration Centers for currently enrolled students and in the Admission office for those who are not currently enrolled. Student files contain applications, recommendation letters, interview notes (if applicable), transfer credit and any pertinent information related to the student. The files and the offices are secure; access is limited to those staff who have a professional need to see them.

Retention of records is in accordance with the AACRAO guide Retention of Records and the General Records Schedules for Community Colleges in Massachusetts. Records are disposed of by shredding.

Evaluation and Assessment

Student Services are evaluated through a variety of assessment techniques. The instruments and strategies listed below add to Student Development staff's knowledge base, and provide direction for improving services. (For examples of these items, please see the Workroom.)

- An evaluation questionnaire is given to students each year, and a separate questionnaire asks faculty/staff to evaluate Student Development services.
- A selected group of approximately twenty faculty is invited to meet with the Dean of Student Development and to serve as a focus group in discussing the quality and effectiveness of services.
- A group of students, the Student Ambassadors, also serves as a focus group and meets with the Dean of Student Development each year.
- A Student Needs Assessment and a Faculty/Staff Assessment of Student Needs, distributed every three years, guides the Student Services staff in planning appropriate services and programs, often in collaboration with other college departments.
- A questionnaire is distributed to graduates, and results provide information about the impact the college experience has had for students.
- Each student services department establishes goals and objectives as a part of the college's five-year plan; and an evaluation of these goals, including measurable outcomes, is conducted each year.

- In addition to the components mentioned above, the Placement/Transfer survey, distributed annually to recent graduates, helps ascertain employment and college transfer information.

Appraisal

Innovations and Ongoing Improvements

The Student Development department continues to devise methods to assess student needs and evaluate outcomes. Two new focus groups have increased the input of students and faculty: the Student Ambassadors and a faculty and staff focus group. Both have suggested ways in which the department's services might be expanded, strengthened and publicized.

Innovation and a commitment to quality are particular strengths in student services. The award-winning Freshman Seminar and Disability Support Services, along with initiatives in health education, community outreach, student leadership, international education, and staff development, all reflect the high quality of service and planning that is a strength of this area.

Responsiveness to student need is also a strength of MCC's Student Enrollment Services, which, since 1986 have expanded operations to the Lowell campus, implemented major administrative software systems, and minimized the differences in services available to day, evening, and weekend students using the "One College" concept. The newly developed Semester Schedule allows students to select a combination of day and evening classes.

Enrollment Services now maintains all student records and can provide faculty and staff on-line access to student academic records. This has enhanced the advising process and is an aid to the counseling area as well.

Diversity and Equal Opportunity

The Student Enrollment offices have realized significant accomplishments in increasing the diversity of staff. Currently, 35% of the professional staff in Admission, Financial Aid, and Records and Registration are bilingual minorities. In addition, the Admission Office has implemented a balanced recruitment plan. The plan targets various age and ethnic groups, and other "non-traditional" student populations in order to provide a diverse mix of students.

The student services departments are involved, as well, in fostering a spirit of community, international awareness, and respect for all religious and ethnic backgrounds. The Freshman Seminar program stresses cultural diversity in its lesson plans; the International Fellowship programs provide students with an opportunity to experience other cultures first hand; and the Student Life office, in conjunction with others on campus, presents programs such as the One World Series, which raise student awareness of global issues and advocate tolerance of other viewpoints. There are a number of student organizations, such as the Multicultural Club, in which students mingle with a diverse mix of other students, and explore the customs of many groups.

All these efforts contribute to the kind of community we are trying to foster on campus. There have been suggestions that the component in Freshman Seminar that deals with respect for others be expanded. Some faculty would like to see an emphasis on diversity introduced earlier in the semester and sustained throughout.

Services and Facilities

Admission, enrollment and registration have become more efficient processes on both campuses. Enrollment Services, now located in one building at the Bedford campus, enables students to go from one area such as registration to another (e.g., the bursar) without getting confused and frustrated. In addition, staff can suggest that a student seek the nearby assistance of advising or counseling to answer questions and solve problems.

The same configuration of compatible services has made access to services easier for students in Lowell, as well. While much progress has been made in delivering service, college staff have

become aware that attracting students to evening courses in Lowell is a more difficult task than for Bedford. New strategies need to be explored for more effective recruitment.

As discussed in both Standards 4 and 8, the lack of programming space for large groups is a concern, especially at City campus. We are aware that space constraints make it unlikely that this issue can be resolved. Collaborative programming and events designed with sensitivity to space issues represent possible solutions.

Staffing

Student Services staff members are committed and dedicated to their jobs. Each group has a heavy workload, a high energy level, and a devotion to continuous quality improvement in order to better serve an extremely diverse student body. The individual departments cooperate to improve services; however because of fiscal constraints, many departments do not have enough staff to meet increasing needs.

Counseling is an area where staff increases are needed. Focus groups have suggested the addition of a male counselor. Additionally, some faculty indicated that a staff member of Vietnamese heritage would strengthen outreach efforts in Lowell. Part-time clerical help in Bedford, and additional career counseling were other areas identified as needing stronger focus and staffing.

Disability Support Services was also identified as an area of concern. The present staff is not able to meet the demands in their area within scheduled work hours. This needs to be addressed in order to continue the excellent services to a growing component of our student body. Some faculty and staff raised the point that the learning disabled population needs additional assistance in the labs, library, and classrooms as well.

According to student survey data collected by the Integrity Committee, the Financial Aid offices are also in need of focused attention. The amount of financial aid awarded has increased significantly (Federal Pell Grants by 158% and student loans by 375%). Financial aid has responded to this increased demand by expanding its use of computer technology; it will continue to further explore technology to simplify the process.

Projection

1. Attention will be focused on the continued collaboration between faculty and student services staff in regard to student issues.
2. Collaborative programming between departments will be a priority in order to maximize limited available space.
3. Training of Freshman Seminar instructors in the area of cultural diversity will be emphasized. Three instructors will participate in the new Teaching for Diversity project.
4. The Financial Aid office will implement electronic processing of student loans, submission of financial aid applications, and generation of Federal Student Aid Report documents by the end of the 1994-95 academic year.
5. The Records and Registration office will implement a voice response registration system during the upcoming academic year.
6. A priority of the Admission Office will be recruiting students for evening classes at Lowell.

STANDARD 7 – Library and Information Resources

Description

Library and information resources at Middlesex Community College are mainly within the Division of Academic Resources, created in 1992 for the purpose of consolidating and managing various previously separated resources, including the Library, Media Services, Academic Computing, the Center for Individualized Instruction, Placement Testing, and Tutoring.

Newly constructed and renovated permanent facilities are a welcome change to the previous inadequate and often inappropriate space. Physical proximity of labs and learning centers in Lowell and Bedford now allow for several cooperative relationships between related programs that previous locations did not encourage. Students and faculty are finding that, in general, services and resources are more accessible and more thoroughly integrated into the college's instructional program. The acquisition and management of relevant library and learning technologies will, however, remain one of the major challenges facing MCC.

Library

The library promotes the educational and cultural development of students by support of teaching, scholarly inquiry, training for careers and the development of lifelong learning skills.

Library services include:

- Selecting, acquiring, cataloging, and disseminating information in support of the college's mission;
- Providing instructional support to faculty, students, and staff to enable them to become more effective users of information;
- Participating in regional and national networks to provide access to materials outside our library.

The Middlesex Community College Libraries have undergone significant changes over the years. Until 1991, the library was located in building 9 of the V.A. hospital on the first and second floors. A library extension at the Burlington campus housed a limited collection of materials to support business, office education, art, fashion, merchandising and law courses. When the Lowell campus occupied temporary quarters in the Wannalancit Office and Technology complex, a small library operated with approximately 800 books. Over the last five years, campus consolidation has established two permanent sites in the Academic Resources Building in Bedford and at the Health, Science and Technology Center on Middle Street in Lowell.

Services

The library offers the following public and technical services:

- Interlibrary loan, a service enhanced by our participation in local, regional and national networks through on-line systems, providing access to the collections of over 17,000 libraries.
- Bibliographic instruction in group library orientations and advanced instruction in specific subjects for individual students.
- Bibliographies, pathfinders and other printed materials, prepared to assist students in locating materials.
- Individual instruction and reference services to assist students, faculty and staff in searching for information in both print formats and via computerized library services.

Library Automation

The great quantity of information now being disseminated, as well as technological innovations in information retrieval and the emergence of regional library networks, have combined to create an electronic gateway through which we have access to a wealth of information beyond our collections. Middlesex Community College participates in a number of automated systems provided through networks of which we are members:

NOBLE (North of Boston Library Exchange)

An on-line public access catalog available to library users at both campus libraries, NOBLE will soon be accessible through the college's network from individual offices and other MCC locations. The network contains the holdings of seven collegiate and 17 public libraries.

NELINET participation allows access to OCLC databases for the purpose of cataloging and interlibrary loan.

CD-ROM Products

MCC's CD-ROM Indexes to periodical literature and supplemental print indexes include:

- Magazine Index Plus – both campuses
- General Periodicals Index/Academic – Bedford campus
- Health Reference Center (some full text is available) – Lowell campus
- Bibliofile Intelligent Catalog is a CD-ROM public access catalog of holdings at both Bedford, and Lowell libraries and the Audiovisual department. Bibliofile allows searches of the Middlesex Community College collections and provides a backup to the NOBLE public access terminals.

Facilities

Bedford Campus

The Bedford library opened at its present location in September 1992 in a unique building originally constructed as a gymnasium but functioning at various times as a chapel, an auditorium, and annex classroom building. The central area is now used for stacks, reference, circulation, study tables and lounge furniture. The peripheral rooms are used for quiet study, bibliographic instruction, periodical storage, the law collection, and staff offices. An indoor walkway connects the library to the rest of the Academic Resources building. The library contains seating for 165 students. It will accommodate a collection of 50,400 volumes in the main stack area and 5,250 in the Law Room.

Lowell Campus

The Lowell library opened at its current location, 88 Middle Street, in September, 1992. This building, constructed in 1881, was originally used as a coffee and spice warehouse. Later it served as a warehouse for a department store and then as a restaurant and bar. Planned as an auxiliary library to the main one in Bedford, the Lowell facility occupies two floors of the renovated space, has a seating capacity of 77, and space for a total of 6400 volumes.

Staffing

The library has a dedicated and experienced staff, who have, over the years, played a principal role in its development. A Director of Library Services oversees activities at both campuses. Staffing, by campus and function, is outlined below:

Bedford Campus

Reference

1 Full time professional librarian

1 Full time support staff

Circulation

2 Full time support staff

1 Part time support staff **

Lowell Campus

Reference

1 Full time professional librarian
1 Part time professional librarian**

Circulation

1 Full time support staff
1 Part time support staff

Evening Staffing

Patterns for each campus are equivalent and consist of:

Reference

1 professional librarian

Circulation

1 support staff

Technical services Staff

These staff members provide technical processing of materials, cataloging, technical support for automated systems, bookkeeping, and a broad range of functions in support of library acquisitions at both locations. Technical services staff are based at the Bedford library.

Cataloging and Systems

1 Full time professional librarian
1 Part time professional librarian

Data entry and Bookkeeping

1 Full time support staff
1 Part time support staff

**These staff members work only during Fall and Spring semesters, 30 weeks of the year.

Hours

Hours during times when classes are in session are:

Monday – Thursday	8:30 a.m. to 8:00 p.m.
Friday	8:30 a.m. to 4:30 p.m.

The libraries are open 54 hours a week during times that classes are in session. During breaks from classes the libraries close at 4:30 p.m. daily, reducing the total hours to 40 per week.

Collections

The collections at the Middlesex Community College Libraries are broad in scope and support the curricular needs of the institution. The collection housed in Bedford is the primary one; it is both older and larger than the one in Lowell.

Material purchases are based on interviews with faculty and staff, the inclusion of titles in standard review sources and bibliographies, an examination of programs and course offerings at the college, review of records of Inter-Library Loan requests, and the input of students. An effort is made to locate materials specific to particular curricula at the closest site.

The Bedford collection consists of 34,483 titles and 41,685 volumes. The Lowell collection consists of 6,194 titles and 7,925 volumes. Periodical subscriptions total 365 titles. The library has a combined total of 20,641 items in microfilms. The collection has grown steadily over the past five years, as the chart below illustrates:

<u>Fiscal Year</u>	<u>Total Titles</u>	<u>Total Volumes</u>
89	(unavailable)	37,963
90	35,576	42,452
91	36,706	43,735
92	38,313	45,765
93	40,136	47,641
end of 2/94	40,677	49,677

Although the media department now functions separately from the library, all cataloging and processing of audio visual materials, as well as the housing and circulation of reserve collections of audio and video tapes is based in the library.

Circulation

Materials have circulated at the following rates over the past four years:

<u>Fiscal Year</u>	<u>Books and Reserve materials</u>	<u>Periodicals</u>
89	9,045	2,170
90	10,111	2,160
91	13,033	3,060
92	11,161	3,785
93	17,397	4,057

Expenditures

<u>Fiscal Year</u>	<u>Books</u>	<u>Periodicals</u>	<u>Non-Print</u>	<u>Equipment/supplies</u>
89	\$57,970	\$21,733	\$11,075	\$9,978
90	\$73,456	\$22,257	\$4,618	\$22,727
91	\$46,353	\$29,963	\$913	\$31,212
92	\$49,596	\$24,103	\$2,732	\$20,723
93	\$79,094	\$32,956	\$23,175	\$44,037

These numbers fluctuate from year to year consistent with the many changes that have occurred at the college. For example, book expenditures increased dramatically in FY 1990 because of the opening of the Lowell campus library.

Media Services

Media Services provide AV and other instructional services. The department supports the incorporation of instructional technology into classrooms by managing and delivering equipment and materials, maintaining the media collection, and assisting faculty with the use of equipment at each campus. Services include production of slides and transparencies, duplication of cassettes and photography work, and setting up audio-visual materials in classrooms. The department provides classrooms with overhead, film and slide projectors as well as VCRs and monitors. A library of AV materials, including more than 1,000 films, audiotapes, and videotapes, is also maintained for faculty use. At the Bedford Campus there is a video production center in the South Academic Building (Building 7). As a result of budget cutbacks, there is not currently professional video production staff.

Services

Videotaping on Campus

The Media Services Department videotapes within the classroom when high quality production and special lighting are not required. When the level of quality must be higher than that which can be managed with college equipment and facilities, media staff assist in making appropriate rental or off-campus arrangements.

Off-Air Videotaping/Satellite Broadcast Programs/Rentals/Purchase

Audio-visual technicians tape broadcast programs off-air, in compliance with guidelines representing fair use principles of the U.S. Copyright Law. Catalogs of programs taped and available for purchase or rental, and information about acquiring licensing for off-air taping and permanent retention rights are available through Media staff. Informational notebooks about Middlesex Community College satellite teleconferencing services and detailed information about upcoming teleconferences are on reserve at each of the college libraries. Films, videotapes, filmstrips or other audio visual materials may be rented or purchased.

Staffing

Currently, the department is staffed by two full-time media services specialists (one at each campus) and six part-time technicians. The specialists report to the Dean of Academic Resources. Due to budget limitations, a full-time Video Production Specialist who left the college in 1992 has not yet been replaced. This year, part-time staffing was also reduced.

Instructional Technology

An important goal is to provide managed access to curriculum-related computing resources: research, planning, implementation and evaluation of new technologies, software, hardware and applications; and user support and training for academic applications of computing technologies. MCC's rapid enrollment growth over the past five years has come at a time when the instructional use of computers has become the national norm. Historically, the college's academic computing resources have been developed with the primary focus of providing computer classroom environments for business and computer science courses. Use of the computer for instruction purposes by other disciplines has been less pervasive. The recent establishment of the Academic Resources Division now provides the context for college-wide management of academic computing resources. It is the intent of the new division to support a broader and deeper range of instructional computing activities at MCC. An important first step is to plan for technology-related aspects of the college's newly approved Core Curriculum.

Facilities and Equipment

The college maintains Macintosh and MS DOS compatible microcomputer classrooms and laboratories. There is also a system of time sharing computer terminals connected to two Digital Equipment Corporation VAX computers running a VMS operating system. State of the art computer-aided design equipment is housed at the Bedford Campus. Several computer classrooms are located at both campuses. Each campus also has an open multimedia lab permitting students drop-in access to computers and other instructional technology. (For a further listing of computer equipment, please see Standard 8.)

Staffing

Computer labs and classrooms are managed by an assortment of staff who dedicate full or part time efforts to this area. The Coordinator of Instructional Support oversees multimedia labs and Macintosh equipment; he is assisted by one part-time staff and several student workers. One full-time computer classroom coordinator oversees the Bedford computer classrooms, with the assistance of three part-time technicians. The City Campus facilities are managed by one part-time staff member and several student workers.

The Technology Resources Committee is working to develop recommendations regarding newly-formed instructional technology issues at the college pertaining to software acquisition policies and procedures, facilities/equipment development, and appropriate staffing.

Library

Facilities

At the time of the 1986 NEASC visit, MCC's library was housed on two floors of one of the leased Veterans Administration buildings. With approximately half of the space that is now available in the Bedford Campus library, quarters were cramped and uninviting. Students used library services regularly, but they did not view the facility as a place in which they could comfortably study or pass time between classes. Much has changed since then; and although neither the Bedford nor the Lowell library is ideal (both were renovated for library use), they provide inviting space in which both students and staff can utilize library resources in appropriate ways. The discussion below addresses the specifics of some of the remaining concerns about both facilities.

The overall physical space in the Bedford library is adequate for the needs of the college. Although better use of the available space is needed through a different configuration of work areas, quiet study space, and stacks; the facility will allow the collection to grow to at least 50,000 volumes. By the judicious use of space, seating may be increased as well, although it is unlikely that it will ever be as high as the 200 needed to provide one seat for every ten FTE students.

With new classroom and laboratory facilities opening in the Middle Street location during the coming year, space in the Lowell library is a much more pressing concern. Even with the addition of the remaining shelving to be installed this summer, the library will not have room for more than a very crowded 7,000 volumes. As this collection continues to grow, we will be faced with some serious challenges. The quantity of materials is inadequate, and there is no room for collection growth at this facility. Although the library in Lowell was not originally intended as a full service library, on a par with the Bedford facility, some would like to reconsider the scope of services that should be provided the students in Lowell.

The lack of adequate lighting has been a problem for both libraries. Recessed lighting is all that is available in the stacks and reference areas in Lowell. In Bedford, the light levels are around 7 foot candles in some parts of the library (the recommended level is in the 20-50 foot candles range).

The lack of adequate climate control is also problematic at the Bedford campus library. While national standards recommend the maintenance of a 73-77 degree range for human comfort and health, Bedford Library temperatures range from the 50's through the 90's throughout the course of the year. These temperatures are clearly also damaging to materials and equipment. Funding is pending which would remedy both the lighting and temperature control problems at the Bedford site.

Unfortunately, the current wiring in Bedford does not easily lend itself to the introduction of new technologies library staff would like to introduce.

Although the site has undergone a remarkable transformation from gymnasium to library, space and furnishings in Bedford for staff offices, group study rooms, and public areas are still in need of improvement.

Staff

The staff at the MCC libraries are its greatest strength and most important resource. Throughout numerous moves, fluctuations in funding, and transitions which introduced new technologies and library automation projects, the staff has continued to provide a very high level of service to the MCC college community. They are repeatedly praised by students, faculty and staff for being extremely helpful and knowledgeable. The level of service provided to faculty in developing

classroom activities is particularly noteworthy. The reinstating of the position of Library Director last year has added stability to an area which managed to provide outstanding service despite several years without direct leadership.

Unfortunately, recent cuts required the library to reduce part-time staff, and therefore library hours, in the Spring of 1994. Current plans for the 94-95 year include adding hours and the restoration of Saturday library service.

Collections

Although a thorough evaluation of the collections of the MCC libraries has not been undertaken, some general observations may be made. The Bedford collection is an adequate core collection of materials, meeting many of the basic needs of the college community. Fluctuations in funding levels have had an impact, and materials in some areas need updating. Although funding for materials and equipment has been tenuous in the past, the materials budget has actually been stronger in the last two fiscal years than ever before.

The collection at the Lowell campus reflects the college's position that the facility is not to be considered a full-service library. Borrowing materials from the Bedford library and utilizing other interlibrary loan mechanisms has been effective; however, these systems do not eliminate the need for a better core collection in Lowell, to allow for more equal access to materials and information.

Library automation and participation in library networks allows access to essential information and resources, beyond those in our libraries.

Media Services

Classroom Support

Media Services' support of classroom activities constitutes the majority of staff time and equipment expenditures. Faculty and staff throughout the college feel well-supported and well-served by the Media Services Department, but cuts in full and part-time staff during the past year have significantly taxed the department's ability to provide comprehensive services. The high demand for delivery of equipment and materials leaves little time for training of faculty, professional development, and research and development of new areas of instructional technology. In addition, the department's inability to allocate sufficient time to maintain and repair equipment is beginning to have a negative effect on hardware. As new Middle Street classroom facilities are opened during the coming year, staffing and equipment concerns will increase and will require resolution.

To provide more efficient service and increased access to media materials, the department's current efforts to establish Media Centers on each campus, with student and staff access, represents much progress.

Media Collection

College faculty and staff appreciate the steady growth of MCC's media collection over the past few years. Efficient and timely college-wide distribution of instructional materials remains a challenge due to the collection's location in Lowell. Close collaboration between the library and Media Services departments have helped: the two departments are working to integrate the media collection into the computerized catalog, and Media Services staff are currently in training to use the library's computer system for collection management.

Special Events and Other Services

Special events (conferences, speaker/film series, concerts, etc.) are well-supported by Media Services; their considerable efforts, as well as the professionalism of the staff, are often noted by

MCC administrators, faculty and staff. Due to the need to curb expenses, instructional, professional development and contract teleconferences are less available than is desirable; and video production services, once available to faculty and staff, have been eliminated.

Research and Development

Multi-media and distance learning are two areas which are in need of further development at MCC, as well as identifying appropriate sources of funding to further develop them. Acknowledging computer-based media as a growing aspect of instructional technology, it is important to develop MCC's media services within that context.

Instructional Technology

MCC must prepare students to enter a workplace where computer technology is ubiquitous. To accomplish this, the college must provide a wide variety of opportunities for students who will encounter varying demands for computer knowledge, from the student who is preparing to be a computer scientist/programmer, to the student in a potential management position who will use spreadsheets and graphics, to the future clerical worker who will use the computer primarily for word processing. In addition, there are general computer skills that are, even now, requisite for any person (i.e., computerized catalog research skills, use of telecommunications, and familiarity with media such as CD-ROMs and videodisks). The recently approved intensive Core requirement in computer literacy will begin to address the necessity for each graduating student to exhibit at least minimal skills. But Middlesex must also provide mechanisms for the infusion of computer use in classrooms across many disciplines.

At a focus group discussion during the 1993 Fall Professional Day, faculty voiced both their desire to use computers and multimedia and their need for the college to support their efforts. Comments such as "We need training more often, at better times, with better access", "provide mentors, resource people", "consolidate purchases, standardize college-wide software", "we need more exposure to what is possible...", "time to look at software", "regularly scheduled workshops, technology hours", reflect the fact that Middlesex has a faculty that is interested in growing professionally and in offering students more in the way of instructional technology. Faculty want direction and guidance, feeling that becoming technologically literate is not something they can do on their own.

It will be necessary to purchase additional equipment and to train faculty on a continuing basis as new technologies emerge. Introductory training should be followed up by continuing upgrading of skills on an incremental basis. While a substantial released time commitment allowed some faculty to explore a number of computer applications this year through ALC, as well as a workshop series offered by the Business Administration department, faculty have had few in-house opportunities for more advanced training. A more systematic and comprehensive training program is needed.

There is currently no college-wide mechanism for dealing with instructional software. Departments have purchased software as they have needed it and as their budgets allow, but there has been no coordination among departments, or mechanism for supporting the software, or for such housekeeping tasks as registering, archiving, and upgrading. In addition, no one is available for faculty interested in previews, demonstrations, or recommendations of instructional software. Many faculty would like more assistance in this area.

Projection

Library

1. The college will work to alleviate the lighting and climate control problems in the libraries, as funding allows.
2. The college will begin to consider the options available in Lowell to alleviate the space problem.
3. The library will continue to work with the college community to evaluate the library collections and their locations, and implement a systematic and reasonable collection development and allocation plan.
4. The college will upgrade library space, furniture and equipment, as funding allows.
5. The library will assess student needs and will restore hours in the evenings and on Saturdays, as needs dictate and funding allows.

Media Services

6. Media Centers will be established at each campus for the purpose of providing individual access to instructional technology.
7. Media Services will continue to work closely with the library to catalog and distribute information about the media collection.
8. Allocation of staff for the library in the Health, Science, and Technology Center will be accomplished.

Instructional Technology

9. The college will develop a strategic plan for Instructional Technology.
10. When funding allows, the college will hire a Director of Instructional Technology, whose duties will include coordinating long-term planning, as well as training and consulting with faculty concerning ways to incorporate instructional technology in their classrooms.
11. The college will increase technical support staff for its academic computing facilities.
12. The college will make progress toward providing and maintaining adequate computer facilities and equipment for students and faculty.
13. The college will study its current allocation scheme as it relates to instructional technology and will match budget appropriations with the priority it places on the development of these resources.

STANDARD 8 – Physical Resources

Description

Historical Background on Campus Development

Middlesex Community College opened its doors in 1970, on the grounds of the Edith Nourse Rogers Veterans Administration Hospital in Bedford, in two buildings that were intended to be temporary quarters, but which remained a primary campus site for more than 20 years. In 1978, the Commonwealth of Massachusetts purchased for the college a 205-acre estate, previously used as a seminary, with several existing buildings located a mile and a half from the V.A. Campus. During the course of the 1980's, four of the buildings were renovated for use as classrooms and administrative offices; nevertheless, the V.A. continued as the "main" campus.

To keep up with student enrollment growth, in 1982 the college leased from the town of Burlington an additional 120,000 square feet of space in a former middle school, adding to the college's facilities approximately forty classrooms, faculty offices, a gymnasium, an auditorium, and a cafeteria. The college's computer labs, a small theatre, bookstore and the Center for Individualized Instruction were housed at this location.

By the mid-1980's, the dramatic immigrant population growth in Lowell created educational needs that could be well served by our institution, and with strong civic and business support. Middlesex opened a campus at a rented site at the Wannalancit Office and Technology Center, located in a renovated textile mill, in 1987. Within the first four years of the college's presence in Lowell, overall enrollment (Lowell-Bedford-Burlington) expanded by 45 percent. The college's need for appropriate permanent teaching facilities in both Bedford and Lowell had become acute.

Anticipating continued growth in Middlesex County (the 16th largest in the nation), the college's 1988 Master Plan addressed MCC's transformation from a homogeneous suburban college to a heterogeneous two-campus college. A firm decision was made and held to: neither campus was to be a branch or satellite of the other; the plan was for an even distribution of academic programs and availability of equal student services at both campuses.

While the Bedford site was designed to serve a fixed number of 1200 students on a full-time equivalent basis, the plan for Lowell envisioned substantial growth, and was designated as the eventual location of the full array of the college's health, science, and technology programs.

In 1988, the Commonwealth of Massachusetts appropriated \$36.4 million for the permanent facilities, financed by general obligation bonds and debt services of the Commonwealth. In 1992 and 1993, operations from the Burlington Campus, and all but the dental health programs at the V.A. hospital campus, were transferred to the newly expanded Bedford Campus.

The college secured additional capital funding from the state in 1991 for the purchase of the former Wang Corporate Educational Training Center on Merrimack Street in Lowell, which became MCC's City Campus. However, the college still lacked full facilities for health, science, and technology programs in Lowell. To meet this aspect of progression in the master plan, Middlesex secured bond funding through the Massachusetts Health and Educational Facilities Authority for the purchase of two buildings on Middle Street, less than a half mile from City Campus. These renovated structures now house the new Health, Science, and Technology Center.

Middlesex Community College Campuses

Bedford Campus

The Bedford Campus is located off Springs Road on the Billerica border. Comprised of 225,000 square feet on property of 205 acres, there are thirteen buildings housing the library, classrooms, laboratories, faculty and administrative offices, an enrollment center, a campus center, bookstore, cafeteria, and facilities maintenance and management.

Lowell Campus

In Lowell, City Campus is located in a six-story building in the downtown area with 126,000 square feet of space. The ground floor has a reception area and cafeteria, as well as the Lowell Campus office of Records and Registration. There are four elevators from the ground floor level to the classrooms, offices, laboratories, and administrative services on the remaining five floors.

The nearby Health, Science, and Technology Center incorporates 75,000 square feet comprising classrooms, library, faculty offices, the dental hygiene clinic and laboratories for science and allied health programs. The dental clinic provides both hands-on training for students and low-cost dental services for area residents. The space includes dental laboratories, x-ray and sterile storage facilities.

Off-Campus Locations

In past years, Middlesex offered a substantial array of credit and non-credit courses in off-campus extension centers. In recent years, new and appropriately-equipped college facilities have allowed the college to provide most of its evening offerings on one of its two permanent campuses.

Middlesex currently offers a modest number of continuing education courses at Chelmsford High School, its only off-campus site for evening courses. All other evening and Saturday courses are held at the Bedford and Lowell Campuses.

The college's Business and Industry Programs offer on-site instruction at company facilities through contractual arrangements. These classes are most often given in company training facilities or large conference rooms. Contract courses which require the use of science or computer laboratories are offered for company employees at the college facilities in Bedford and Lowell.

The Middlesex Community College Foundation, Inc., an independent non-profit organization which supports scholarships and academic programs at Middlesex Community College, purchased the historic Nesmith House, located at 229 Andover St., Lowell in 1992. The Foundation has gifted the house to Middlesex Community College for use as a Center for Economic Development and International Studies.

Facilities

Instructional Laboratories

There are three computer classrooms in Lowell and three in Bedford. At each campus, two are used for conventional courses and one is for student use as an "open lab."

All computers are networked for file sharing and communications purposes and are connected to the college's academic VAX via DEC's Path Works networking architecture. Full-color projection capabilities at each campus provide faculty with appropriate lecture and demonstration tools.

Science and allied health laboratories are maintained by two full-time laboratory technicians.

Academic resources staff, full-time and part-time, provide maintenance/supervision of computer equipment and student support in the writing, math, and other skills labs.

Science Laboratories

On the Bedford Campus there are labs dedicated to Chemistry, Physics (also utilized for Geology), Microbiology, and Anatomy & Physiology, and two for Biology. These laboratories are well equipped. Anatomy & Physiology lab instruction has recently been enhanced as a result of a National Science Foundation instrumentation grant for computer aided and multimedia equipment. In Lowell, the laboratories at the Health, Science and Technology Center are dedicated to Physics, Chemistry, Biology, Microbiology, Biotechnology, and Anatomy & Physiology.

Health Careers Division Laboratories

On the Bedford Campus, there are laboratories for the programs in Nursing, Diagnostic Medical Sonography, Medical Laboratory Technology and Radiologic Technology.

In Lowell, the laboratories serve programs in Dental Hygiene, Dental Assisting, Dental Laboratory Technology, Medical Assisting and Nursing. By the beginning of 1995, the college will consolidate all segments of the Nursing program at the Health, Science and Technology Center.

Technology Laboratories

Mechanical Drafting and Computer-Aided Drafting laboratories are located in Bedford: two CAD labs with over 30 stations. The laboratories at the Health, Science and Technology Center in Lowell will ultimately include on-line Computer Assisted and Multimedia Instruction.

The Automotive Technology program uses facilities at Nashoba Technical High School in Westford for the hands-on training and instruction in automotive repair and maintenance.

Information Processing Capabilities

The current centralized computer resources at Middlesex are: a VAX 6410, for administrative functions and a MicroVAX 3300 for academic functions; both run Open VMS. A Decstation 5400 supports a technical writing program and certain computer science programming courses. All three are used as servers for the college-wide PATHWORKS local area network.

Middlesex has terminals and personal computers connected to a college-wide Ethernet, running both LAT and TCP network protocols. The college's computer network includes connections to MASSNET, a state-wide network connecting all Massachusetts colleges and universities, and a connection to INTERNET.

Other Resources and Facilities

Parking

Free student parking is available at designated municipal garages in Lowell. There is a small parking area for visitors and staff at the City Campus in Lowell. Bedford has several on-campus lots and a large one at the V.A. Hospital, a mile and a half away. A continuously-operated shuttle makes stops at the V.A. lot and the more distant student lots on the Bedford campus en route to its final stop in front of the Campus Center.

Contract Services

Middlesex has, over the years, increased contract services which can contribute to the efficient operation of ancillary services. Such services include: food and vending operations, security, janitorial, childcare, equipment maintenance, trash collection, environmental waste removal, and shuttle service.

Textbooks and course materials are available for purchase at bookstores operated by a private vendor. The Bedford campus bookstore is located in the Campus Center; Lowell's is on the ground floor level of a municipal parking garage at 75 John Street.

Daytime professional child care is available at the Bedford Campus; it is operated by Bright Horizons, a company which provides on-site child care for a number of corporations and colleges

in the area. The Admission office at City Campus maintains a current listing of child care facilities in the city of Lowell.

Fitness Center

In the interest of wellness and the development of healthful habits and interests, a fitness center, located in the Campus Center/Student Union at the Bedford Campus, is equipped with weight training machines, cardiovascular exercise machines, and free weights. It is open to all students, faculty, and staff. The college has also arranged for discount student memberships at a fitness center in downtown Lowell, which has a swimming pool, saunas, whirlpool, exercise equipment, and regularly scheduled exercise classes.

Photocopying

Photocopiers are available in each building for faculty and staff use. Coin-operated copying machines are located in each library for student use.

There is a copy center in the North Academic Building in Bedford (#6) which is staffed from 7 a.m. to 1 p.m. Monday through Thursday. The City Campus in Lowell also has a copy center and several smaller machines for faculty and staff use located throughout the buildings.

Health, Safety, Security, and Access

Twenty-four hour security coverage is maintained at both campuses via a combination of foot and mobile patrols. Private security officers work with state and local police as appropriate in investigating and reporting criminal incidents.

Health safeguards are also an integral part of the college administration. In addition to the physical exercise, recreation, and wellness programs, the college maintains a comprehensive medical emergency system to insure prompt response to medical emergencies. The college has instituted a smoke free policy, which prohibits smoking within MCC buildings. Drug and alcohol use is prohibited, and offenders are subject to appropriate disciplinary action.

Details regarding crime awareness, campus security, medical emergency procedures and health safeguards are contained in a brochure made available to all students, faculty and staff throughout the academic year.

Compliance with federal law and the college's genuine desire to ensure access for disabled students, faculty, staff, and visitors are concerns presently being addressed at both campuses. The Office of Disability Support Services responds to complaints and/or concerns regarding access by letter or telephone. Pertinent information is forwarded to the Facilities Department for action and/or ongoing evaluation and planning.

In the fall 1993 semester, a survey of facilities accessibility was undertaken, coordinated by MCC's Director of Disability Support Services and Chief Financial Officer, in conjunction with the college facilities department and the state Division of Capital Outlay. Several people with disabilities participated in the survey, including wheelchair and motorized scooter users and individuals visually impaired or blind. (Actions to be based on the survey are noted in Appraisal.)

Physical Resource Planning

Physical resource planning at MCC continues on a number of levels. Recognizing the growth in the college's enrollment, the 1988 Master Plan envisioned the development of two permanent Middlesex campuses, located in Bedford and Lowell, to serve the southern and northern sectors of the college service area, respectively. The Master Plan was developed through a participative process which included architects, engineers, senior college management, faculty and staff, and business and community leaders. The development of the plan was driven by the academic and student services needs of the college; the Vice President for Academic Affairs led a process, in

cooperation with the academic division deans, to ascertain the needs for classroom and laboratory facilities to support current and future educational programs. Through the college's executive staff, input was received on other space needs: for administrative offices; student services and student organizations; enrollment management (admissions, financial aid, registration, institutional research); facilities management; outreach programs; conference rooms; and special events.

The Master Plan has been used as the background document for all subsequent planning. The college has recently developed five-year and one-year plans, which reflect the broad goals and objectives outlined in the Master Plan, and provide greater implementation detail. Space and equipment needs become apparent as college staff plan for implementation of each year's plan.

Semester-to-semester planning for and allocation of classroom space (days, evenings, and weekends) is coordinated through the Records and Registration offices, where a staff person schedules all classroom space for regular college courses. Conference rooms and special events space (the Bedford Campus Center, the cafeteria/meeting area at City Campus, etc.) are scheduled through the respective campus managers' offices.

On a practical level, ongoing space planning and physical resource allocation occurs through weekly staff meetings with the President. Unforeseen needs are dealt with as they arise, and regular discussion occurs relative to upcoming needs and possible ways of accommodating them. Not all college staff are satisfied with the way this process works, however; and as the discussion in Standard 3 suggests, a Space and Resource Committee has been recommended to assist in setting physical resource priorities.

Appraisal

Campus Facilities

Middlesex Community College has made extraordinary progress in the development and expansion of its campus facilities during the past 3-5 years. With the construction and expansion of the Bedford Campus in 1992; the acquisition of the former Wang Corporate Educational Center in Lowell in 1991; and the acquisition and development of space on Middle Street in Lowell from 1992-1994, MCC substantially increased the space available for conducting its activities. A major impact in this area was a move out of leased space (Burlington, Veterans Administration Hospital in Bedford, and Wannalancit in Lowell) and into space owned by the Commonwealth of Massachusetts on behalf of the college. The move to new campus locations did leave some gaps in the fit of programs to available space. The former Burlington Campus contained an auditorium, gymnasium, and small theatre. As discussed in Standards 4 and 6, the college now lacks on-campus space that is adequate for theatre presentations, all-college activities (e.g., major speakers, events with large crowds), and large conferences. Off-campus arrangements have been made for use of a theatre at the Magnet Arts School in Lowell, but there is still concern that there is no on-campus facility available for this purpose. The college will also now have use of the Nesmith House in Lowell for conferences, workshops, and international and out-of-state-visitors. A serious concern already raised in Standard 4, is lack of visual and performing arts space. At the present time, over 500 students take Fine Arts courses each year. These courses are taken both by program majors and as Humanities electives to round out students' educational experience. The fact that the college does not have studio arts, dance, or dark room facilities in Lowell limits fine arts opportunities for students on that campus.

Libraries

Both Bedford and Lowell Library facilities have been adapted to meet the college's needs in creative and efficient ways. The remaining facilities issues (e.g., lighting, air-conditioning, etc.) are discussed in Standard 7.

Computer and Science Laboratories

The college has computer laboratories in Bedford and Lowell which currently meet the needs of students participating in computer courses at the college. However, in looking to the future, expanded and enhanced computer facilities and equipment will be needed. As discussed in Standards 4 and 7, these facilities will assist us in meeting the computer literacy requirement now dictated by our Core Curriculum and in continuing the use of computer facilities by our regular courses (writing, mathematics, etc.) and a variety of special programs (e.g., grant-funded training programs; non-credit Community Service courses; and Business and Industry contract training).

The Science laboratories in Bedford and at the Health, Science, and Technology Center in Lowell have been designed in close consultation with the Science Department. They are greatly improved from the older facilities at the V.A. Campus. The primary concern in this area is that as new programs are developed (e.g., an Associate Degree in Environmental Technology), existing laboratories must be able to be modified to meet new needs.

Health and Technology Laboratories

The college has laboratories for its Health Careers and Technology programs which are meeting current needs. These include new Dental Hygiene and Dental Technology labs at Middle Street in Lowell. Our major challenge is to continue to upgrade the equipment and software to ensure that students are receiving state-of-the-art hands-on training. The Nursing Department will be utilizing new computer assisted instruction modules to strengthen the curriculum and student retention. As

new instructional strategies are indicated, college faculty want to be able to employ them with a minimum of barriers.

Access for the Disabled

Based on the survey conducted in 1993, access improvement priorities were determined and DCPO funding of \$100,000 released to Middlesex for construction of handicapped restrooms, automatic doors, improved signage, and redefining of handicapped parking spaces for compliance with the Americans with Disabilities Act guidelines. These improvements are to be carried out beginning in the fall of 1994. The coordinators of the project (Director of Disability Support Services and Chief Financial Officer) will monitor their implementation.

Administrative Computing Infrastructure

The college has a comprehensive administrative computing and telecommunications structure built on a VAX system, including electronic mail and voice mail. In 1988 Middlesex Community College brought in-house all of its computer services, which were formerly conducted by a service bureau.

Parking

Students and staff are well-served by parking arrangements in Lowell, where parking is validated, free of charge at municipal garages through the use of college funds. Although expansion of parking in Bedford is limited by environmental concerns of area space (wetlands, etc.), accessibility remains an issue for students who want more parking close to classroom buildings.

Projection

1. The college will continue to pursue capital funding from the Commonwealth of Massachusetts for an additional building on the Bedford Campus to house an auditorium, space suitable for the theatre arts and studio arts programs, and other "all-purpose" space.
2. The college will explore the expansion of space or the adaptation of existing space in Lowell to accommodate the needs of a variety of Fine Arts courses (studio arts, dance, photography, music, etc.).
3. A plan will be developed to ascertain the impact of the new Core Curriculum on physical resources, particularly computer laboratory space and equipment. Planning for Core Curriculum implementation and appropriate equipment acquisition will be done hand-in-hand.
4. Plans will continue for necessary improvements at the Bedford Library to include air-conditioning, heating and electrical and lighting upgrades, as funding allows.
5. Planning of new programs at the college will include, as an integral part of the process, consideration of physical resources needs.
6. A college-wide campaign will be developed and implemented, in cooperation with the Student Union Government Association (SUGA), to combat misuse of physical facilities which have resulted in a deteriorated appearance of various parts of the campus. This campaign should include a discussion of the smoking ban, vandalism, decorum and general cleanliness.
7. Given rapidly advancing improvements in the physical and mechanical architecture which enhance the environmental safety of laboratories, the college will contract for an assessment of our laboratory environment to ensure that the labs are being operated in a risk-free manner.
8. To heighten awareness of existing measures and identify potential deficiencies, the college will establish an internal Safety, Security, and Health Committee which will meet at least quarterly to assess the adequacy of current programs and make recommendations to the college administration for maintaining a healthy and secure atmosphere.
9. Monitoring of accessibility for disabled persons at both campuses will be ongoing.

STANDARD 9 – Financial Resources

Description

Overview

Middlesex Community College is financially viable. The college is free from any long or short-term debt, with the exception of a Health and Educational Facilities Authority (HEFA) bond issue (8.8 million) used to finance the recently opened Health, Science, and Technology Center in Lowell. A revenue stream of \$6 per credit hour, included in the \$90 per credit hour tuition (\$94 per credit for FY 95), has been dedicated to the retirement of the bond issue.

The HEFA project represents a historic event in Massachusetts, as Middlesex was the first community college in the Commonwealth to utilize this source of funding. The process proceeded smoothly and an extremely competitive interest rate was secured (3.5 to 6.5% for 30 years). The favorable review of our financial records by the bonding agency and underwriter necessary to service the funds is a positive indicator of the college's fiscal viability.

Sources of Operating Funds

The pie charts on the next page compare the major sources of funds for the college for FY 88 and 93. One of the significant trends for this five year period has been a growing reliance on local (student paid) fees as a major revenue stream. In FY 88, 75.2% of the college's funding came from the state maintenance budget. By FY 93, such support had dropped to 47.5%. Middlesex is no longer a state-funded institution; it can now best be described as state-assisted.

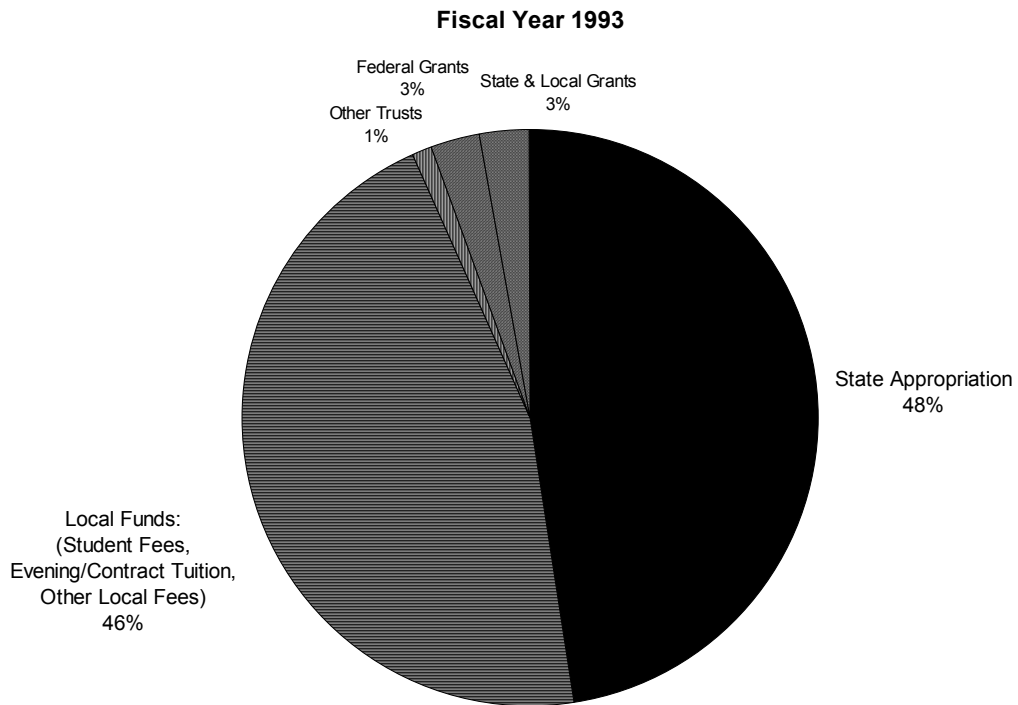
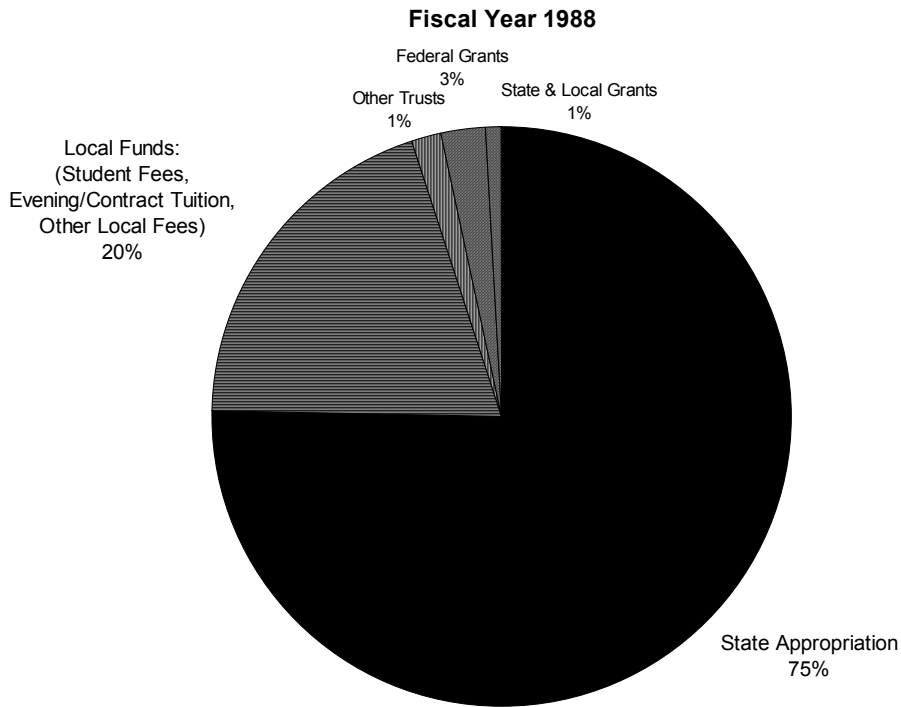
The college and the Higher Education Coordinating Council (HECC) continue to advocate for increased state support. Middlesex's president, along with other community college presidents, has been advocating for a formula-based (college size, population) budget system. It is important to note that if a formula system (rather than a historically-based budget) were implemented and fully funded, MCC would have been the beneficiary of an additional \$4,000,000 in FY 1994.

A continuing challenge for the college is the process utilized by the state in their budget determination and allocation process. It is often two months into each new fiscal year before specific state maintenance allocations are determined. And as discussed earlier, the college relies heavily on locally-generated student fees and tuition. Because of these factors, Fall receipts are not determined until mid September. Close to 25% of the fiscal year elapses before operating revenues and budgets can be finalized.

Responsibilities the of Board of Trustees

The resources of the college are allocated to meet its primary educational purposes and programs. The authority for the establishment and implementation of fiscal policy rests with a state-appointed local board of trustees. Under Section 22 of Chapter 15A of the General Laws of the Commonwealth of Massachusetts, the authority for both capital and maintenance budgets is a board responsibility. The board is also responsible for establishing fees and transfers of funds. These responsibilities are implemented with a high level of integrity by MCC's Board of Trustees, which meets monthly during the academic year. A broad cross-section of campus leaders, including the presidents of the MCCFA and MCCPA, as well as local press representatives, attend board meetings. (For a further discussion, please see Standard 3.)

Sources of Operating Funds



Financial Emergencies

Middlesex's commitment to the achievement of its educational purposes and programs can be illustrated by our response to fiscal shortfalls in 1989 through 1993. Recognizing the paramount importance of the classroom and direct academic support positions, all staff reductions were achieved in non-instructional areas (marketing, facilities, and general administrative positions). Clearly, any staff reductions are traumatic; however, as a direct result of those made, the college was able to restore itself to a solvent financial position.

Institutional Spending

The college has consistently followed a policy of spending the majority of resources on instructional services. (Expenditures for instruction and academic support are defined consistent with the Integrated Postsecondary Education Data System (IPEDS) classifications. Consequently, any expenditures under the classification of Student Service, Institutional Support, or Plant Operation and Maintenance are not included.) With the exception of FY 92 when there was an increase in non-instructional spending due to one-time costs of opening two new campuses, the college has allocated in excess of 50% of its spending on instruction and instructional support. For FY 94 this figure is up to approximately 58%. (For a copy of the operational budget, please see Appendix E.)

Demand for College Services

Demand for college services continues to increase. Between 1989 and 1993 there has been a 13% increase in FTE students. Most of this increase is accounted for by day students, who attend school when the preponderance of support services are offered. In addition, we are seeing increases in the number of graduates each year. In 1993 the number exceeded 1,000 for the first time. There is also a continuing and growing demand for Business and Industry offerings and special programs. Since an increasing share of college revenues comes from student fees, the expanding demand is crucial in increasing total revenues.

There is no doubt of the solvency and stability of MCC's programs. Rising enrollments, increasing demand for educational services, profit-making entrepreneurial activities, completion of capital projects, minimum long-term debt, support for public higher education by the Governor, and expanding community partnerships and linkages are signs that the fiscal soundness and support for the college will at least meet minimal levels.

Budget Processes and Local Allocations

The budget process is twofold: a state-mandated process for funds appropriated by the legislature, and a local budget process for funds generated by the college. The state budget process is decidedly rigid, following guidelines from the Executive Office for Administration and Finance and processed through the Budget Bureau and the Higher Education Coordinating Council. Members of the college's Fiscal Services staff work very closely with staff members of HECC and other state agencies such as the Division of Capital Planning and Operations (DCPO), the Budget Bureau, and the State Comptroller's Office.

The allocation of college resources is, to a large degree, predetermined by the budget allocation from the state. Most expenditures are contractually-driven by collective bargaining agreements, service contracts, and maintenance considerations, (e.g., snowplowing). Each year, discretionary funds amount to approximately 5-6% of the total budget.

The local budget process is rapidly evolving toward a decentralized system, administered by individual cost center managers. (For a listing of cost center managers, please see the Workroom.)

Systems and Controls

Appropriate guidelines for purchasing, cash receipts and disbursements are strictly followed. The control mechanisms of the college are periodically reviewed both internally and by external agencies. The most recent review by the State Auditor's Office (October 1992) was extremely positive. Preliminary planning is currently underway for an independent audit of MCC's Business Office procedures.

The college has invested significant resources over the past several years in an integrated computer software system. The components of the system, including a Student Information System, Financial Records System, and Human Resources System, have eliminated reliance on previously utilized external service bureaus and have resulted in more timely reports. As of this writing, a computerized purchasing system is being installed.

User manuals for the purchasing process, tuition and fees, and the Financial Accounting System have recently been prepared and distributed to appropriate members of the college community. (For copies of these manuals, please see the Workroom.)

Budget Planning

Fiscal officers view the five-year planning document, *Mapping the Future*, as key to making budget decisions. Prepared at the request of the Higher Education Coordinating Council, with significant institution-wide input and consultation, it serves as the college's primary planning and policy document. A recent example of the institutional commitment to the guidelines established in the document was the addition of seven new direct service positions (six faculty and a library director) in the Fall of 1993. As the planning discussion in Standard 3 emphasizes, there is intent to strengthen MCC's annual planning process and to link resource allocation to that process in a more formal way.

In response to requests for more budget information, attempts have been made to involve the college community in budget planning issues through a series of three open meetings, held in 1992. They were lightly attended. Two one-hour focus group sessions occurred at the Fall 1993 Professional Day. These sessions served as a vehicle for employees to express their concerns regarding the latest budget reductions as well as for some feedback and suggestions on budget issues. Two budget information budget sessions, one on each campus, conducted by the president, took place during the Spring Semester, 1994.

The MCCFA has also created a Budget and Planning Committee. This group is currently in the process of considering its specific consultation role in the budget and planning process.

To encourage an open communication channel regarding finances and other matters, the presidents of the MCCFA and MCCPA attend both the Trustee's and the President's Cabinet meetings. Comments and consultation from these representatives are encouraged.

Fiscal and Budget Policies

The fiscal policies relating to investments, risk management, contracts and grants, transfers and inter-fund borrowing, fund borrowing, fund raising, and other institutional advancement and development activities follow the strict guidelines and statutes of the Commonwealth of Massachusetts. Similarly, federal grants follow all federal guidelines. In addition, all policy making employees of the college complete detailed State Ethics Commission forms on an annual basis.

Fiscal Services staff members are actively involved in professional development and training. They are members of several state and national professional groups, attend conferences on a regular basis, and are frequently presenters at these conferences.

Fundraising

Institutional fundraising is shared between two offices: Resource Development and Administrative and Community Affairs. The Resource Development Office focuses on the preparation of grant proposals for submission to federal state, and local agencies as well as corporate and private foundations. The Administrative and Community Affairs Office concentrates on the Annual Campaign (an annual drive to raise cash and equipment gifts), Alumni Affairs, and Foundation support.

Both of these offices generate supplementary resources to fund outreach programs, community-based programs, scholarships, emergency assistance programs, economic development initiatives, and a growing variety of college activities. (For copies of recent reports summarizing external funding requests and awards, please see the Workroom.)

All of the fund raising activities of the college are conducted in an ethical manner. The college is a member of several national fund-raising associations, and staff members actively participate in national and regional and state-wide meetings.

The Middlesex Community College Foundation, Inc.

The Foundation was established in 1988 as a Chapter 501 3C Corporation. It has been instrumental in leading a number of fundraising initiatives, including a successful Annual Golf Tournament and a Designer Showhouse for the newly-acquired Nesmith House. (For a list of current Foundation members, please see the Workroom.)

While fundraising policies and procedures of the college do not appear in writing, the Middlesex Community College Foundation has prepared written guidelines for fund raising. Its accounting records are subject to an annual internal audit by an independent firm.

Accounting Records

The college accounting records use fund groups established by the National Association of College and University Business Officers (NACUBO); these standards clearly relate to our educational mission.

As a public institution and an agency of the Commonwealth of Massachusetts, MCC's accounting records are reviewed annually by an independent auditing firm (typically a "big six" firm) and the State Auditor's Office under the Single Audit System. Additionally the college's financial records have been carefully reviewed in a three-year Financial Aid Audit (1992) and in 1992 in preparation for the HEFA Bond issue. In both cases, the financial records and record keeping practices were approved and noted for their conformance to high standards.

Appraisal

Fiscal Systems and Policies

A major strength of the college is the vesting of the fiscal oversight of the college's operations with a local board of trustees rather than with a central state office. The board is informed on local budget matters, provides fiscal oversight, and delegates fiscal responsibility to the president of the college. Consistent with MCC's priority on providing both flexibility and responsibility to those who manage programs and services directly, the college is implementing a decentralized spending system, administered by cost center managers. They may, in turn, delegate some budget responsibility to others (e.g., department chairs, coordinators). In keeping with instructional goals and priorities, the majority of operating funds are allocated for instructional services.

The college has made enormous progress in automating its fiscal systems. We continue to develop not only the currently integrated systems (Financial Record System, Student Information System, and Human Resources System), but further integration with external state reporting systems.

Considerable care is taken in managing college resources. The fiscal policies relating to investments, risk management, contracts and grants, transfers and inter-fund borrowing, fund raising, and other development activities follow the guidelines and statutes of the Commonwealth of Massachusetts, NACUBO, and Generally Accepted Accounting Principles (GAAP).

As with most colleges throughout Massachusetts, Middlesex has sustained significant budget reductions over the last six years. In order to meet the challenge of reducing expenses, it has been necessary to realign planning and budget priorities. Skepticism in some sectors of the college community about the budget process and the allocation of resources has drawn attention to the need for more communication regarding budget problems and solutions. To address these concerns, the series of college-wide budget forums referenced earlier were conducted. Additionally, the one-year-old ad hoc Budget and Planning Committee discussed in Standard 3 and in this chapter's Description section has been approved as an MCCFA Standing Committee. It is hoped that the committee will help in opening up an additional channel of communication and will provide another forum for discussing resource allocation and other major fiscal decisions.

Operating Funds

The way in which the Commonwealth of Massachusetts allocates funds for higher education makes it impossible for colleges to plan and program in realistic ways. There are strong feelings that the delayed and inflexible allocation of the state maintenance budget (usually late August) reflects a lack of commitment to public higher education by the Commonwealth. At Middlesex, the tardiness of the state process has an enormous effect, making planning and decision-making, particularly in the academic area, extremely difficult.

Middlesex is clearly underfunded as well; the current state allocation system does not take into consideration the significant growth the college has experienced in the past five years. Our increase in size has simply meant that we do more with less, a theme that runs through this Self-Study in discussions of almost every area, and a major college-wide concern.

The demand for college services from a wide array of populations continues to be strong. However, increasing student fees could have an impact on student access and enrollments. As we rely heavily on student fees as a source of operating funds, there is concern about striking a balance that will allow us to continue to attract students while providing sufficient revenue to fund needed services and functions.

The investment of increasing college resources through fund-raising has resulted in the development of new and innovative revenue sources. These include grants, foundation donations, international program revenues, and income from special events.

Projection

1. The college, in collaboration with the Council of Presidents and the Higher Education Coordinating Council, will aggressively advocate for the expansion of state spending for public higher education and for the implementation of a formula-based multi-year budget cycle.
2. The college administration will continue to conduct forums and other initiatives that focus on fiscal issues and policies, hoping that these forums will be attended by a broad representation of the college community.
3. The budget process will appear in writing and be open at every level. In addition, divisions and departments will be encouraged to discuss their internal budget allocation process with their faculty and staff.
4. The college will continue to improve the budget allocation process by linking it more closely to the college planning process.
5. The college will continue to aggressively develop additional revenue sources including an endowment, contract training, international programming, new academic programs, new business and industry initiatives, and alumni giving programs.

STANDARD 10 – Public Disclosure

Description

The college presents information to prospective and current students through its Academic Catalog, Admission Viewbook, Student Handbook and various other publications, including the Semester Schedule, program brochures, student newspaper, faculty/staff newsletter, faculty/staff handbook, and in advertisements and news releases.

Publications

Academic Catalog and Admission Viewbook

The Academic Catalog provides the most comprehensive published information about the college, informing current and prospective students of the institution's mission, programs, policies, facilities, services, and characteristics. An updated catalog is published every two years. The 1994-1996 edition includes the newly revised mission statement adopted in 1993, and contains specific information regarding the General Education requirements for entering students. The catalog notes accreditation by the New England Association of Schools and Colleges, as well as a listing of individual accreditation status for seven programs in the Health Careers division.

Obligations and responsibilities of students and of the institution are addressed in several sections. The catalog confirms the college's compliance with non-discrimination and affirmative action policies. It also delineates policies and procedures regarding attendance, health insurance, academic standing, and academic probation.

Catalog information which contributes to the student's ability to make informed and thoughtful decisions includes sections regarding the size and characteristics of the student body; the campus settings; fees; financial aid; transfer to baccalaureate programs, including the Commonwealth Transfer Compact and the Joint Admissions Program; academic resources, such as the Library, Advising Center, support labs, and the Transition Program; and student services, such as personal counseling, health and wellness services, student government, Disability Support Services, and Student Activities.

The Academic Catalog lists all degree and certificate programs with specific course requirements for each program. Every credit course offered by the college is described in a listing alphabetized by program. The catalog also apprises students of the opportunity and standards for membership in Phi Theta Kappa, the national honor society for two-year colleges.

The final section of the catalog identifies faculty and staff, citing their academic degrees and institutions where they were granted, the Board of Trustees, and members of the state governing body, the Higher Education Coordinating Council. The list of faculty and staff indicates their department or program affiliation and distinguishes between full-time and part-time status.

Middlesex publishes an Admission Viewbook annually, with the most current academic program requirements, student fees, student services, financial aid, and admission information and application. Only those programs available during a given academic year are included in the Viewbook.

Descriptions of intended learning outcomes for associate and certificate programs appear in the catalog, the Viewbook, and other informational and promotional materials. The Academic Catalog is the primary source for admission requirements, academic standards, minimum grade required for graduation, courses required in the various programs, including prerequisite courses, and all other pertinent information applying to academic programs.

The Academic Catalog and Admission Viewbook are available from the admission and registration offices at both campuses, as well as at locations throughout the college. Copies of both documents are widely distributed to high school guidance offices, social service agencies and at college fairs throughout the college's service area.

Semester Schedules

Current course offerings are listed in two publications: the Semester Schedule, published in a new and improved format as of Spring 1994, identifies all credit courses with course descriptions, locations, hours, and instructors, as well as information about the cost of attendance and policies and procedures related to registration. A separate publication describes non-credit courses (with course descriptions and fees) as well as information about business and industry program offerings and specialized short-term training programs. (This publication clearly tells how to obtain the Semester Schedule which contains the full range of day and evening academic courses.)

Student Handbook

The Student Services Department of the college annually publishes the Student Handbook which contains information about student services, college regulations for student behavior, selected college policies, and the student grievance procedure. This publication contains the full mandated statement regarding student conduct and disciplinary procedures and the student grievance procedure.

Other Publications

- **Brochures** for some of the college's career-specific programs contain statements describing program excellence and learning outcomes.
- **Annual Transfer and Placement Reports** are currently produced through the Office for Institutional Research using data maintained in a computerized data system.
- **Student and Faculty Achievements** are featured in the *Campus Report*, the MCC student newspaper, and in *The Learning Community*, a monthly publication distributed to all Middlesex faculty, staff, trustees, and to the presidents of the other community colleges in the Massachusetts public higher education system.
- **Press Releases** on student and faculty achievements and activities are prepared and sent to local and regional media by the MCC Office of Publications and Public Information.
- **Student Information Publications** include *In Their Own Words*, a booklet produced in 1993, made up of statements by MCC students, alumni and faculty members reflecting on their positive experiences at the college, and *Making the Grade*, a guide for new students.
- **Student Enrollment Information** is available from the Office for Institutional Research, which tracks and publishes annual statistical data.
- **Professional Development Information** is provided college-wide by the Office of Staff, Program, and Resource Development.
- **Budget and Financial Information** is available through the Office of the Vice President for Fiscal and Developmental Affairs.
- **The Faculty Handbook** provides information on college policies, resources and services, and includes a section on teaching strategies. All evening and summer part-time faculty receive an updated information booklet each semester.
- **A Clipping Service** is maintained by the Publications department; copies of articles from newspapers and periodicals about MCC are distributed to the Trustees each month through the office of the President.

Information Review Process

The Office of Records and Registration is responsible for course descriptions and program requirements. A thorough review of course descriptions and program requirements is done every two years for the update of the Academic Catalog. The division deans are obliged to advise the Vice President for Academic Affairs if any course which has not been offered for two years will be reinstated or dropped. If such courses are not planned for a third year, the description is dropped from the catalog. Descriptions and requirements of current courses are reviewed by the division deans in consultation with department heads. Changes are entered into the computerized curricular offerings when the Director of Records and Registration receives official confirmation of updated program and course information. Changes in course descriptions and program requirements are incorporated into the catalog as they are received. Course descriptions, locations, hours, and instructors' names are published every semester in the Semester Schedule. The Advising Center keeps lists of program requirements and publishes an advising manual which is distributed to faculty advisors. All changes in this document must be approved by the Director of Records and Registration. This book is updated every semester, sent to the Director of Records and Registration for approval, and then distributed to faculty and advising center staff.

While there is on-going appraisal of publications within the department where most of them are generated, there is no "systematic" process in place. However, accuracy and currency are always considerations in the preparation and dissemination of new or revised material, and the staff tries to maintain up-to-date contact with all division heads, program coordinators, administrative deans, and other sources of new and/or changes in public information. Focus groups made up of Middlesex faculty, staff, and students were held on each campus in the Spring semester 1994 to review the effectiveness of official publications.

Appraisal

Accuracy, Completeness, Clarity

The Academic Catalog is updated every two years with necessary additions and deletions. The appropriate administrators approve the content. The Academic Catalog remains the major source of college information with the Admission Viewbook and Semester Schedule providing updated, accurate information on program requirements and scheduling, and the Student Handbook containing official procedures relating to student conduct. Appropriate college departments are continually reviewing the information gathering process to make sure that the information contained in these publications is as accurate as possible. New state regulations require the college to publish completion rates for its programs. These are included in the new editions of the Academic Catalog and the Admissions Viewbook.

In a survey conducted by the Standard 11 Committee (see Workroom), students were asked if the information presented in various MCC publications matched up with their personal experiences, and if they received clear, accurate and consistent information regarding various services. In the 899 questionnaires returned by students (see Workroom), the Academic Catalog, the Admission Viewbook, the Student Handbook, the registration and admission offices were rated above 3 on a 4-point scale (4 “very accurate” and 1 “not at all accurate”). Responses to the questionnaires indicate that some students have problems with conflicting information given verbally by people within the college, and that the actual content of the written publications is accurate but sometimes not thoroughly read or understood by students.

Some faculty and staff feel that the Academic Catalog should contain a more forceful statement reminding students that the Student Handbook is an official publication. In the survey referred to above, some students reported that they had never seen the Student Handbook, and in the past, this publication has not been available at as many locations as the Academic Catalog.

There is a general concern that evening and summer part-time students, in particular, are not aware of information in the Academic Catalog and Student Handbook and do not know where to get copies of these documents.

The listing of part-time faculty changes by about 40% every semester; the catalog cannot remain current in that regard. Only day part-time faculty and evening part-time faculty who have passed the 3-year employment threshold are listed in the college catalog; the credentials of other evening and part-time faculty are not published.

Consistency of Content and Format

There is a concern about the consistency of college publications in terms of format and appearance. One of the reasons for establishing an ad hoc Marketing Committee in 1992 was to try to devise a more consistent image of the college in materials distributed to the public. Initially, a great deal of progress was made and, with the implementation of desk-top publishing capabilities, the college's publications became more timely, more complete, and better coordinated. However, in the past two years the impetus has weakened and, at present, there is again evidence of some confusion over official college colors, logo and letterhead. The Publications Department performs reliably in the design and production of the major college publications and in producing external media news releases, announcements, paid advertising, etc.; but because of the size of the institution and its decentralization, it becomes increasingly important that procedures to maintain consistency of all printed materials be adhered to throughout the college.

Projection

1. In cooperation with other departments and staff, the Office of Publications and Public Information will inform the college community about the functions of the publications department in providing advice, consultation, and when appropriate, editing and production of print materials. The existing set of guidelines will be circulated throughout the college community.
2. Guidelines for logo, official colors and the format of forms and publications of the college will be distributed. After a review of current forms, letterhead, etc., a process for ongoing coordination will be established, to monitor the consistency of current and new printed materials and publications.
3. An updated list of current part-time faculty and their credentials will be provided to the registration centers each semester, and a statement about the availability of this list will be published in each Semester Schedule.
4. An effort will be made to improve the consistency of communication about program requirements, financial aid and student services by increasing the number of information sessions and focus groups for faculty, staff and students. Students will periodically be surveyed to assess improvement.
5. The distribution of official publications will be improved, and in the case of the Student Handbook, coordinated with Student Development staff to be sure that handbook is available in the same locations as the Academic Catalog. The availability of official publications will be publicized through signs in all buildings, the bookstores, and advertising in the Campus Report.
6. Installation and use of an electronic information service will be investigated. This communications method could be used to disseminate information about schedule and room changes; newly hired part-time faculty and their credentials; assignments of TBA courses; course instructor changes; faculty/staff on sabbatical leave; canceled courses; and required textbooks.

STANDARD 11 – Integrity

Description

A teaching institution's integrity may in part be measured by how closely it practices what it preaches. Community colleges, in particular, have an obligation to instruct both by precept and example.

Middlesex has, from the outset, taken seriously the reality and the implications of a student population whose access to higher education is typically (although by no means exclusively) dependent upon an open admission policy, affordable tuition, and the college's geographic location. Students at Middlesex are given the respect and academic support that enables them to achieve their maximum potential, and often to exceed their own expectations.

Maintaining high academic standards is a major concern of faculty, professional staff and administrators. Recent initiatives such as the improvement of assessment and placement testing and the development of an honors program reflect this continuing concern.

The lengthy and sometimes conflicted preparation of a Core Curriculum plan was the work of a committee which met over the course of two academic years, then brought a preliminary general education proposal before the college for consideration and comment. The committee spent another two years dealing with issues raised in the process. The final version was passed by vote of the Faculty Association in 1993, and the new General Education core course work is required for all entering students beginning fall semester 1994. It is, however, still being refined, and full implementation will take place in stages, to allow for practicalities to be matched with ideals. A Core Curriculum Implementation Committee has formed to help guide this phase.

Middlesex has in place an Affirmative Action Plan that is guided in implementation by the Dean of Academic Programming and Multicultural Affairs (Workroom). There are Affirmative Action Policy statements in the Student Handbook and the various employment agreements. Other policies related to protection of individual rights were distributed by the President to all employees in January 1991 and 1993. These are "In Support of Pluralism," "Concerning Handicapped Persons," and "Sexual Harassment Policy."

A college-wide diversity committee is active, and two recent Professional Days have focused on multicultural issues. The Dean of Academic Programming and Multicultural Affairs, who serves as MCC's Affirmative Action Officer, has an established process for dealing with complaints involving discrimination.

An important aspect of the student experience at Middlesex is exposure to pluralistic ideas and the actuality of an intercultural environment. The display of international flags at each campus is illustrative of the college's efforts to raise awareness and appreciation of diversity in the college and in the outside world. (Last fall, a new student of Armenian descent complained to the Director of Student Life that the flag of Armenia was not in the collection. Within a few weeks, the flag in question was hung. The incident is cited to show that the flag display is more than mere decoration and that national pride and global unity are honored here.) The college also holds an orientation for minority students each year to increase their comfort and provide for a good transition to college.

The college demonstrates its respect for and commitment to diversity and multiculturalism in its curriculum and co-curriculum and in applications for grants in support of multiculturalism. Courses in the Humanities Division include Literature of Protest and Hope, which examines literary works dealing with human and civil rights struggles; another course, Literature of Conflict and Change, examines how people from various ethnic backgrounds navigate mainstream culture. Voices From Behind Bars deals with the literature of prisons, utilizing works from around the

globe. Filmmaking Around the World is focused on cultures and histories of societies as portrayed in films from many countries. Social science offerings include Hunger, Homelessness and Social Policy; History of Southeast Asia; and Multicultural Communication, a course designed for students considering careers in social services. Among the titles chosen for Writing Across the Curriculum were *I Know Why the Caged Bird Sings*, by Maya Angelou and Eli Weisel's *Night*, books selected for their strong messages about justice, morality, and the human spirit as well as their literary quality.

A grant-funded series of Institutes on Latin America and Southeast Asia held at MCC were highly successful, and the latter have been extended by the selection of Middlesex as a regional center for Southeast Asian studies, through which fellow community college faculty may pursue interests in that area.

In the fall of 1994, Middlesex commences work on a nationally-networked Teaching for Diversity project, funded by the Association of American Colleges and Universities and dedicated to integration of diversity issues into higher education curricula.

Co-curricular activities promoting multicultural and international issues and understanding abound at Middlesex. Events, guest speakers, and ethnic celebrations are presented by the Office of Student Life (see "One World" programs for 1993-1994 in the Workroom). Community Services, initially a source of non-academic course offerings and activities, have burgeoned into a broadly diversified range of programs in response to local conditions, especially in Lowell, where needs are acute: the college's Community Outreach Center provides bilingual internal and external liaisons with minorities and immigrants, and has a remarkably high rate of success in preparing members of those groups to attend and excel in pre-college and college studies.

The college holds to the statement on Academic Freedom and Responsibility as it appears in the faculty and professional staff contracts. While some "college service" is obligatory, the quality of effort faculty and staff put into committee membership, on developing grant applications, and serving as advisors to student clubs and organizations is well beyond the contractual level, and often is voluntary.

The high value placed on collegial relations complements the emphasis placed on striving for academic excellence. Faculty and staff professional development projects contribute enormously to students' classroom benefit. There is a deep sense of pride in students' achievements and in the professional accomplishments of peers.

Policies and procedures for fair resolution of grievances brought by faculty, staff, and students are clearly explained in appropriate documents and disseminated to each group. Student rights and responsibilities are explicitly stated in the Academic Catalog. All college publications are reviewed regularly to insure complete and accurate public information.

While MCC has not adopted a formal college-wide code of ethics, nine departments have departmental codes of ethics in place. Most were derived through an outside professional accrediting body and are associated with Health Division programs. Two adhere to the standards developed by the American Association of Collegiate Registrars and Admissions Offices.

Care is taken to maintain good relations with external as well as internal constituencies. Before and during the planning and actual construction of the Bedford Campus, administrators of the college, along with representatives from the DCPO met with residents of the area to minimize disruption, sustain environmental integrity, and accommodate neighbors. The general public is informed of college activities through the local press, as well as mailings inviting participation in many college events. The fact that such events are increasingly well-attended suggests that communication to the public is received and understood.

Appraisal

The Appraisal Section of this standard examines data and documents which we feel validate or raise questions about the effectiveness of MCC's efforts to be straightforward, ethical and fair with all of its constituencies and employees.

The college is clearly making progress towards its affirmative action goals. In September 1987, 5 per cent of the total staff was minority. By September of 1993, the minority total had risen to 9.5 per cent. There were 31 minority full-time staff of a total of 327; and 54 of 567 part-time staff were minority. Twenty-eight and one-half per cent of new faculty hired in September 1993 were minorities. Although we are far from where we hope to be, there is a serious and concerted effort to attract minority as well as bilingual faculty and staff. (More data relating to affirmative action is contained in the Appendix.)

Efforts are under way as well, to attract and support more minority students, especially in the Health fields. Issues of diversity have become a major focus within the Health Division, and particularly within the Nursing Department, within the past two years. The fact that so much curriculum and co-curriculum work relating to diversity is being accomplished will help us, we believe, in our efforts to support minority students and faculty, and to create a climate of acceptance and appreciation of difference.

The college holds to the statement on Academic Freedom and Responsibility printed in the Faculty and Professional Staff Agreement (Workroom). MCC promotes the free pursuit and dissemination of knowledge, and faculty are encouraged to explore and incorporate new pedagogical and content-related ideas into their courses.

The grievance procedure for faculty and staff is located in the Agreement as well. The Massachusetts Community College Council recently issued its 1994 Annual Grievance Report, which may be found in the Workroom. For the years 1990-1993, MCC had 16 cases filed out of a system-wide total of 465. Six colleges had fewer cases filed, and eight colleges had more filed; the average was 29.6 cases. This document reports arbitration awards dating back to 1976; MCC was not a party to any of the arbitration awards. There have been no unfair labor practice charges against the college that have not been resolved or dismissed in the past decade.

Student rights and responsibilities are explicitly stated in the Academic Catalog and Student Handbook, and the grievance procedure for students is located in the Student Handbook (Workroom). Student grievances are handled according to the process described, and most grievances are settled prior to the formal stages. Less than a handful of student grievances have been pursued to formal stages over the past decade. Students also use other avenues to address perceived grievances. One student filed a complaint in 1993 with the U.S. Department of Education, Office for Civil Rights, claiming she was denied transfer into a program because she had self-identified as having a learning disability. After an extensive inquiry, the investigator concluded the college did follow its stated processes and had not discriminated against the student because of her disability.

Student and Faculty Surveys

Since ethical concerns involve perceptions as to how faithfully a person or group "does what it says it does," the committee conducted two broad surveys (one for faculty and staff, and one for students) to measure perceptions within the college community. The following section reviews those results:

Sixty-four faculty and staff completed surveys. When asked to judge how well the information in college publications matched up with their experiences, the range of answers was more positive than negative. General responses to questions about clear and matching job descriptions were also

answered positively. Faculty and staff reported that the College valued diversity and did promote affirmative action; they also perceived MCC as honest and above board in its overall dealings.

More than 900 of 4000 students returned the Integrity Committee survey. When asked about how well the information in the college publications matched their experiences, students responded more positively than did faculty. The students were asked to rate and comment upon information received in the following areas: Financial Aid, Registration, Admissions, Academic Advising, Counseling and Health Services, and Tutoring and Special Services. Average ratings were positive at 2.81 on a scale of one to four (four is highest). Some comments revealed a frustration with information accuracy and availability. Student perception of the extent to which the college values diversity and of its promotion of affirmative action was very positive with a 3.07 rating. Course syllabi were also rated highly as being consistent with what was taught; the rating was 3.26. Students generally felt their rights were met, with an overall rating of 2.87. Students rated themselves highly (3.28) as far as meeting their own responsibilities as students. Comments revealed some students did not feel the college carried out its commitment to a smoke-free environment.

The surveys and their compiled ratings and comments are available in the Workroom. More weight was accorded the student survey due to the larger number of responses.

Strengths and Weaknesses

1. The College values diversity. It has made an honest effort to hire more minorities; related curriculum development is underway; and there are several clubs that support student diversity.
2. The number of departments/units that have in-place Codes of Ethics/Standards is a strength. However, no regular monitoring system is in place.
3. Communication processes could be strengthened. Although publications seem to be accurate, the flow of current information still needs improvement.
4. Uneven enforcement of the smoke-free environment is a weakness.

Projection

1. The College will continue its multiple efforts to support diversity and undertake new approaches to recruiting and retaining minority employees as well as minority students.
2. The College will undertake an effort to adopt a college-wide code of ethics and a monitoring system to evaluate compliance efforts. If appropriate, each unit may develop, adopt or amend codes of ethics and/or standards of performance to measure effectiveness. These should include regular monitoring and evaluation intervals.
3. College-wide communication will be improved. The College will consider a Central Clearinghouse of Information to enhance communication. A schedule of publication of all college documents will be established and widely disseminated. The College will explore establishing a computer network for access to current information.
4. The college will provide for more consistent distribution and use of the Student Handbook and the Faculty Handbook.
5. Enforcement of policies such as no smoking must be improved. College staff and students will strategize to attain total compliance with the smoke-free environment policy.