



Transformative Education

FY 2016-FY 2020 Strategic Plan

Presented by the
MCC Strategic Planning Committee



Dr. James Honan, Strategic Planning Day speaker, emphasized how vital it is for an institution to plan even when the landscape is changing: "You cannot outsmart the future," Dr. Honan said to participants. This graphic illustrates that theme.

Artwork & Graphic Recording-Deidre Tao-www.taofineart.com

Strategic Planning Committee

James Mabry, President

Jennifer Luddy, Dean of Research and Planning, Co-Chair

David Kalivas, Professor of History; Director, Commonwealth Honors Program; Co-Chair

Benjamin Adoo, Student Learning Engagement Specialist

Susan A. Anderson, Dean of Resource Development

Deborah Botker, Assistant Dean of Social Sciences and Part Time Faculty Liaison

Christopher Brennan, Executive Director of The Career Place

Judy Burke, Dean, Corporate Training & Community Education

Colleen Cox, Dean, Lowell Campus

Gordon Curry, Professor of Communications

Kevin Donovan, Staff Associate, Grants and Contracts

Bert Engvall, Professor of Mathematics

Maranda Fahie, Student Representative

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Jessica A. Frost, Staff Assistant, Enrollment Management, Research and Planning

Josephine Gorman, Director of Enterprise Applications

Ellen Grondine, Associate Dean of Educational Pathways

Alison Handy, Assistant Director of Admissions

Cathleen McCarron, Department Chair and Professor of English

Scott O'Neil, Assistant Dean, Enrollment Data Management

Joseph Patuto, Senior Academic Technology Officer

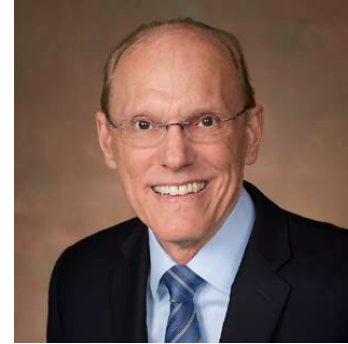
Sandra Shapiro, Department Chair and Professor of Nursing

Peter Shea, Director, Office of Professional Development

Michael Williamson, Professor of Mathematics and President of Faculty Staff Association

Message from the President

In Fall 2015, twenty-one committed faculty and staff from across the college met for the first time to begin an eight-month journey toward developing the institution's strategic plan. Throughout the academic year, the Strategic Planning Committee facilitated student, faculty, and staff forums and reviewed extensive data to understand environmental trends and capture the concerns and aspirations of our many constituents. The Committee reached out to individuals and groups across the college and to members of the communities we serve. Committee members reviewed pertinent literature, learned about unfamiliar areas of the college, and challenged long-held assumptions and beliefs.



These conversations resulted in an evolution of thought, and interestingly we had administrators advocating for teaching and learning while faculty underscored the importance of infrastructure and administration. In short, the goal of strategic planning was met: Middlesex Community College is a learning organization with the deep capacity for innovation and renewal through informed dialogue and self-reflection.

The MCC Strategic Plan, which includes revised mission, vision, and values statements, as well as new goals and priorities, will be a living document. While the plan provides focus, goals were created with flexibility to respond to change. As Dr. James Honan, our Strategic Planning Day speaker, emphasized: "You cannot outsmart the future."

Participants from one forum observed, as depicted on this graphic, "**MCC Impacts Students from Multiple Directions.**" In times of both change and stability, this plan will serve the college from multiple directions in the years ahead.

Thank you,

A handwritten signature in black ink that reads "James C. Mabry".

Dr. James C. Mabry
President

Middlesex Community College



Strategic Planning: An Inclusive Process

Development of the plan should be transparent and inclusive, involving “the participation of individuals and groups responsible for the achievement of institutional purposes” (NEASC Standard 2.1).

The Strategic Planning Committee met weekly throughout the 2015–2016 Academic Year to develop the College’s Strategic Plan. Committee members were selected from across the college to ensure broad-based input into the process. Committee members engaged numerous internal and external stakeholders and then deliberated to write a document representative of many voices.

Strategic Planning Day, October 2, featured Dr. James Honan, an expert on strategic planning and resource allocation from Harvard University. Breakout groups led by committee members gathered information from 98 faculty, staff, students, business leaders, and non-profit partners.



Divisional Forums, facilitated by faculty members serving on the strategic planning committee, generated input from 100 faculty from Health, Humanities, STEM, and Business, Education and Public Service. At these October and November events, participants envisioned how the institution could become the optimal place to learn and work.

All-College Professional Day Feedback Sessions on November 2, facilitated by committee members, engaged 200 staff members in discussions about institutional priorities.

Six Student Forums, facilitated by committee members in November and December, gathered perspectives from 132 students on institutional strengths and areas for improvement.

A Mission, Vision, and Values Writing Retreat, held on November 6, engaged eight faculty and staff members in the process of drafting Mission, Vision, and Values Statements based on forums.

Four College-Wide Forums, between March 28 through April 1, facilitated by Committee Co-Chairs, gathered feedback from faculty and staff on the evolving Mission, Vision, and Values Statements.

Two Community Forums, hosted by President Mabry on April 21 and 25, gathered valuable feedback from community partners about evolving Mission, Vision, and Values Statements.

Strategic Planning Day, October 2015

Graphic Recorder Deidre Tao listened to students, staff, faculty, and community members during Strategic Planning Day and represented these conversations in a real-time artistic process called graphic recording. The pieces below reflect the themes of change, empowerment, and student success that emerged throughout the day that were then incorporated into the mission, vision, and values statements as well as strategic directions.

changing
FACE OF EDUCATION 



Who We Are

Diversity emerged as a common theme throughout student, faculty, staff, and community forums.

The table below describes the credit student population at Middlesex in Fall 2015.

Male	3817	42%	Both Parents Graduated College	1828	20%
Female	5204	58%	Only Father Graduated College	936	10%
	9021		Only Mother Graduated College	1326	15%
			Neither Parent Graduated College	4116	46%
Full Time	3377	37%	Unknown	815	9%
Part Time	5644	63%	Total	9021	
	9021				
Age Group			Tested into Developmental (New)	1415	80%
<19	1017	11%	Total Testing (New)	1772	
19–21	3263	36%			
22–24	1619	18%			
25–29	1315	15%	Top Twenty Feeder Towns		
30–39	1073	12%	Lowell	2568	28%
40–49	445	5%	Billerica	564	6%
50+	289	3%	Dracut	510	6%
	9021		Lawrence	444	5%
			Chelmsford	366	4%
Non Resident Alien	130	1%	Tewksbury	315	3%
Asian	1111	12%	Methuen	261	3%
Native Hawaiian or Other Pacific Islander	4	<1%	Woburn	260	3%
Black, Non-Hispanic	669	7%	Burlington	258	3%
American Indian/Alaskan Native	16	<1%	Wilmington	220	2%
Hispanic	1600	18%	Westford	207	2%
White	5284	59%	Waltham	183	2%
Unknown	41	<1%	Bedford	167	2%
Two or more races	166	2%	Tyngsboro	158	2%
	9021		Arlington	146	2%
			Acton	122	1%
Pell Eligible	3501	39%	Lexington	120	1%
Not Pell Eligible	5520	61%	Pepperell	99	1%
Total	9021		Medford	93	1%
			Nashua, NH	86	1%
			Total	9021	

What We Do

In Fall 2015, Middlesex Community College enrolled 9,021 students in degree and certificate programs. To track enrollment, the College combined individual programs into sectors as below.

Middlesex also offers hundreds of noncredit courses for professional development and personal enrichment

Fall 2015 Credit Enrollment

Sector	Credits	Students
Biotechnology	1694	196
Engineering and CAD	3020	287
Computer Science and IT	5545	532
Health	5134	493
Sciences	2461	247
Art and Theater	3244	337
Communications and Global Studies	3013	292
Psychology and Social Sciences	3638	377
Liberal Arts & Liberal Studies	23323	2640
Paralegal	623	84
Building and Transportation	228	31
Hospitality and Culinary	369	43
Business	13417	1347
Education	3755	440
Human Services	1986	234
Public Safety	6022	585
Undecided General	2034	388
Dual Enrollment	2315	437
Other: Transition	465	31
Total	82286	9021

Vision

Middlesex Community College is committed to academic excellence and transforming lives through educational and career opportunities for all members of our community. We will inspire and prepare individuals to successfully meet the challenges of a rapidly changing world.

Mission

Middlesex Community College provides access to affordable education for a diverse community from all ethnic backgrounds and identities, preparing individuals for success and lifelong learning. We promote academic excellence, provide workforce development opportunities, and empower all learners to become productive and socially responsible members of our local and global communities.



Photo of Middlesex leadership with students at a public forum on “Immigration and Community Challenges,” at the Lowell National Historical Park Visitor Center, Downtown Lowell, April 12, 2016.

Values

Excellence

Providing outstanding programs that promote academic, personal, and professional success within an environment of integrity and civility.

Affordability and Accessibility

Promoting policies that welcome participation in higher education by offering cost-effective pathways toward academic success.

Diversity and Equity

Advocating for equality of access and opportunity, fostering appreciation of our diverse communities, and securing resources to support multicultural and global education for students, staff, and faculty.

Workforce Development

Responding to our communities by offering degree and certificate programs that create pathways for multiple career options, professional development, and transfer to four year colleges/universities.

Integrity and Respect

Promoting transparency and a spirit of trust in all areas of the college through open and civil communication, collaboration, knowledge sharing, and active listening.

Innovation

Recognizing and supporting the development of teaching and learning strategies that encourage creativity, scholarship, and discovery.

Inclusive Learning and Support

Creating an atmosphere supportive of multiple needs and a culture of lifelong learning that foster professional and personal growth for students, staff, and faculty.

Wellness

Promoting student and employee well-being and satisfaction through comprehensive, collaborative, and sustained integration of community and personal wellness practices.

Flexibility

Embracing change that preserves our core mission, respects institutional traditions, improves outcomes, and stimulates progress, growth and vitality.

Goals and Strategic Directions

Underlying each goal and direction is a commitment to closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress. These goals and strategic directions represent ongoing work as well as new approaches. In reading, please include the following preface: “*MCC will continue to, or endeavor to....*”

I. Teaching and Learning

1. Strengthen the core academic enterprise through scholarship; promote innovation in teaching and learning through faculty development.
2. Develop and use evidence in the assessment of curricular and co-curricular programs, translating results into action for continuous improvement and the optimization of resources.
3. Reimagine instructional spaces to maximize student learning and foster engagement between students and instructors as well as among students.
4. Provide exceptional academic challenges for students who are prepared for and motivated to pursue honors level research and upper level coursework.
5. Reinforce student learning outcomes inside and outside the classroom, including quantitative literacy, social responsibility, personal and professional development, and multicultural and global education.

II. Access and Student Success

1. Increase the number of traditionally underserved students, particularly Latino, African-American, Asian, low income, and first generation, by increasing the expectation of attending college and expanding outreach into public and private sector community organizations.
2. Conduct a holistic review of key student access points, such as financial aid, admissions, and registration, to take full advantage of every opportunity to increase enrollment and completion.
3. Develop clear educational pathways for students based on their career and transfer interests, aligning with Massachusetts Transfer Pathways.
4. Increase positive messaging and develop college-wide rituals to recognize student achievements and to celebrate significant steps toward graduation.
5. Scale up programs, support policies and embrace effective pedagogies to promote and accelerate student progress and eliminate achievement and enrollment gaps.

III. Community Partnerships

1. Develop community partnerships to address students' non-academic barriers, such as food, housing, caregiving, and transportation.
2. Promote economic development by aligning our programs with regional workforce trends in our service community.
3. Support a continuum of educational experiences, including K-12 and University partnerships, to facilitate entry level access and transfer to certificate and baccalaureate programs.
4. Increase connections with community partners to engage non-traditional populations with higher education.
5. Promote civic engagement and social responsibility through community dialogue and program development with private and public sector organizations.

IV. Technology








1. Deploy instructional technologies to promote collaborative learning and engagement.
2. Assess and update the digital infrastructure and expand online instruction to promote access and increase engagement with students.
3. Promote learning in a broader context and re-imagine classroom space with mobile and static online methods and platforms.
4. Develop technological solutions for enhanced communication with the college's internal and external communities.
5. Implement technological solutions in support of proactive (mentor) advising to help students make optimal choices based on their academic and career goals.

V. Institutional Effectiveness

1. Develop an advancement plan based on strategic priorities, incorporating community partners and alumni.
2. Promote a respectful college culture and develop community consciousness through effective communications.
3. Create a culture of organizational learning and databased decision-making through formal and informal dialogue, administrative assessment, data analysis, and professional development.
4. Develop a plan for capital improvements and facility renewal based on strategic priorities, maintaining health, safety, and accessibility.
5. Develop a diversity plan to celebrate differences in religion, sexual orientation, gender, race, age, ethnicity, ability, and culture.

Vision Project Alignment

The goals of MCC's strategic plan align with the goals of the Vision Project as articulated by the Massachusetts Department of Higher Education.

VISION PROJECT		MCC
1 	COLLEGE PARTICIPATION	Raising the percentage of high school graduates going to college—and the readiness of these students for college-level work. <i>II-Access and Student Success III-Community Partnerships</i>
2 	COLLEGE COMPLETION	Increasing the percentage of students who complete degree and certificate programs. <i>II-Access and Student Success III-Community Partnerships IV-Technology</i>
3 	STUDENT LEARNING	Achieving higher levels of student learning through better assessment and more extensive use of assessment results. <i>I-Teaching and Learning IV-Technology</i>
4 	WORKFORCE ALIGNMENT	Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers. <i>II-Access and Student Success III-Community Partnerships</i>
5 	PREPARING CITIZENS	Providing students with the knowledge, skills and dispositions to be active, informed citizens. <i>I-Teaching and Learning III-Community Partnerships</i>
6 	ELIMINATION OF DISPARITIES	Closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress. <i>I-Teaching and Learning II-Access and Student Success III-Community Partnerships V-Institutional Effectiveness</i>
7 	RESEARCH	Conducting research that drives economic development





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