

M I D D L E S E X

community college

2003 - 2006

Strategic Plan

**A Focus on Student Achievement,
Workforce Development and
Civic Engagement**





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The Metamorphosis of Middlesex

As president of Middlesex Community College since 1990, Dr. Carole Cowan has supervised the total transformation of the college. What was once a local college housed in several rented spaces is now a nationally recognized institution and the largest community college in Massachusetts, with a 200-acre suburban campus in Bedford and a vibrant urban campus in downtown Lowell.

The remarkable transformation of Middlesex and its outstanding accomplishments during this time can be directly attributed to the extraordinary vision and intense dedication of the college community to make and carry out a well-devised strategic plan that met and exceeded the needs of the students as well as the community it serves.

Middlesex is clearly a college on a mission, committed to providing greater access to higher education, supporting student achievement, identifying and addressing economic and workforce development needs in our service region, and remaining an actively engaged partner with businesses, school districts and government organizations.

The many outstanding accomplishments, initiatives and partnerships forged by Middlesex reflect the college's total commitment to its mission.

■ Carnegie Chooses Middlesex as Sole Community College to Lead Cluster Group

Due to the work of Carnegie Scholar and MCC Professor Dr. Donna Duffy and MCC Computer Science Professor Dr. Joan Kleinman, the prestigious Carnegie Foundation for the Advancement of Teaching has recently chosen Middlesex as one of only 13 colleges nationally, and the only community college, to be a Cluster Leader for its Scholarship of Teaching and Learning project.

■ Exemplary Practices of Civic Engagement

Middlesex celebrated its 10th year of active participation in Campus Compact the national service-learning organization. MCC's service-learning students have spent thousands of hours in more than a hundred work sites through the years. This year alone, students spent 8000 hours at work sites with a financial impact of more than \$50,000.

The Middlesex program was one of only 13 nationally to be studied by Campus Compact as '**A Model of Exemplary Practices of Civic Engagement.**' The college was specifically cited for its programs and practices related to Mission and Purpose, External Resource Allocation and Forums for Public Dialog.

Additionally, the American Association of Community Colleges and the National Campus Compact honored Middlesex for the formation of **Collaborative Intervention Teams** that provide targeted support services through an integrated group of faculty and staff members from the offices of Student Development and Academic Resources.

■ Technology for the 21st Century

In addition to encouraging the pursuit of educational excellence in its faculty, staff and students, the college has been quick to respond to the need for technology upgrades throughout the college. The total rewiring of both campuses, the opening of a Cyber Café at the Lowell campus and the creation of the Middlesex Technology Institute (MTI) on the Bedford campus are all evidence of this commitment.

A 400% growth in online course offerings through **Middlesex Interactive**, our comprehensive online learning network, has necessitated a demand for professional development for faculty who want to teach online. Middlesex quickly instituted a comprehensive required in-house training program. Middlesex also responded to a national demand for training by starting an **Online Teaching Summer Institute** which quickly filled with faculty coming from as far away as Wyoming.



■ Public School Partnerships

The college maintains **more than 30 collaborative partnerships** with neighboring school districts including a variety of MCAS support activities.

Specific needs of the Lowell Public Schools led Middlesex to open the first charter school to serve high school dropouts who want to earn a high school diploma. The **Lowell Middlesex Academy Charter School** has had tremendous success with 89% of its graduates attending college, LMACS was recently selected as one of only ten Vanguard schools in the state. Through a recent \$1.2 million dollar federal grant Middlesex will also partner with the Lowell Public schools to provide innovative dropout prevention services.

Middlesex is also the first and only college to operate an alternative middle school in Massachusetts. The innovative Middlesex **B.R.I.D.G.E. program** serves Lowell Public School students with severe discipline problems who have difficulty functioning in a traditional classroom.

■ College Intervention Strategies for At-Risk Students

Middlesex has a strong commitment to helping developmental students achieve their goals and runs several very successful programs to address these needs.

The Summer Sprint Program gives incoming first-year students, who test into developmental courses, a chance to upgrade their reading and writing skills during the summer in order to increase their level of success in the fall. This very successful program has helped increase the rate of retention for these students.

Advance to Go is a week-long orientation program designed specifically for students with developmental needs.

The Skills Enhancement Program is a unique concept that engages developmental students in learning by merging skills development and academic content.

■ Economic and Workforce Development

Middlesex is at the forefront of economic and workforce development. The college is highly respected and appreciated by community and business leaders and has become imbedded in the fabric of the many towns and cities served by its two campuses.

Middlesex is an active participant in the North Suburban Chamber of Commerce, Merrimack Valley Economic Council, Northeast Competitive Council and local Workforce Investment Boards as well as myriad local boards in the towns it serves.

Middlesex is also the only college authorized to operate one of the commonwealth's One – Stop – Career – Centers. The college's **Career Place** in Woburn is now a major resource for job placement and workforce training in the region and serves approximately 7000 clients annually.

■ MCC Quickly Responds to Emerging Workforce Development Needs

In response to the recent teacher shortage, Middlesex created a **Center for Careers in Teaching** which houses a library of resources for teacher and paraprofessional preparation. The college also was awarded substantial grants to help educate Lowell's paraprofessionals. These grant programs include an Urban Paraprofessional Certificate program, an associate degree program in Liberal Arts and Sciences with a teacher preparation concentration, a bachelor's degree completion program that leads to teacher certification in collaboration with Fitchburg State College, and several teacher certification preparation workshops.

Middlesex also quickly responded to the critical shortage of nurses by immediately launching a new Part-Time Evening Nursing Program that will admit its first class in the fall of 2003.



■ International Programs and Partnerships Go the Distance

International programs and professional development have flourished in the last ten years. Recognized as a leader in global education, Middlesex was honored by the Stanley Foundation for its part in establishing international training and technical assistance. Last year alone, Middlesex served as host to more than 200 international visitors.

The college also is recognized on a national and international level for its outstanding training programs for foreign businesses, export courses and intercultural training for local businesses. Programs have been established in 34 countries throughout Africa, Asia, Europe and Republics of the former Soviet Union.

Another uniquely Middlesex program is the virtually cost-free international student fellowship program that sends approximately 30 students and faculty members on two to three week educational fellowships each year. They have provided opportunities for Middlesex students to study in China, Costa Rica, Spain, Germany, the Republic of Ireland and Northern Ireland, Italy, and the Netherlands.

■ Fiscal Innovation

Under Dr. Cowan's leadership, the first privately financed capital pool was developed allowing the college to complete an \$8.5 million dollar Health, Science and Technology Center in fiscally lean times. The Center houses all Middlesex dental and nursing programs as well as some science and technology programs.

The recent acquisition of the rights to the **Federal Building**, which sits directly across the street from the Lowell campus, will allow the college to open an on-campus library and visual arts center as well as a public art gallery this fall. The Federal Building will also house six totally wired 'smart' classrooms.

■ Community College Advancement

Dr. Cowan's tireless effort on the state level to increase funding to community colleges and advance the mission of community colleges has succeeded. She has worked hard to raise public awareness of the need for more skilled workers throughout the state, nation and around the world and offers the unique services of the community college to help schools and businesses meet those needs. Through her public relations skills, she has helped to substantially raise the college endowment along with the profile of not only Middlesex, but of all Massachusetts community colleges.

Support from the **Middlesex Community College Foundation**, allowed Middlesex to complete the restoration of the historic **John Nesmith House** in Lowell, which serves as MCC's Center for Economic Development and International Programs. This fall, with additional foundation help, the college anticipates the opening of **Stoker House**, a historical home in Billerica, close to the Bedford campus.

The Foundation is also the chief fundraising arm of the college and, among other things, underwrites the annual **Middlesex Celebrity Forum**, which in its five year history has brought Walter Cronkite, Colin Powell, George and Barbara Bush, Rudolph Giuliani and David McCullough to the Lowell Memorial Auditorium raising substantial amounts of money for college programs and scholarships.

■ Self-Assessment

An aggressive internal program review process is closely linked to institutional goal setting and budgeting priorities. To date, 30 academic programs and student support offices have completed reviews with an additional 10 programs starting the process each year. This is in addition to fulfilling the accountability procedures required for public, state, federal and regional accrediting agencies.

■ Media Response to the Middlesex Mission

A *Boston Globe* editorial series on Massachusetts community colleges highlighted Middlesex as "an example of the impact a successful community college can have on the lives of those it serves." Another article in *The Lowell Sun*, by John Harney, editor of the New England Board of Education's *Connection* magazine, said, "Middlesex has probably become the most dynamic of the community colleges, especially in workforce development and in partnerships with host communities."



■ Focus on the Future

The next chapter of the college's history will be guided by the **2003-06 Strategic Plan: A Focus on Student Achievement, Workforce Development and Civic Engagement**. It should be noted that this strategic planning process took place during a period of change and uncertainty. Nationally, our country was coping with the impact of the terrorist attacks of 2001, preparing for war and struggling with a faltering economy. On the state level, we were experiencing a change in leadership in the governor's office, a potential reorganization of public higher education, and greatly reduced state funding levels. Regionally, unemployment rates were rising, the need for innovative workforce development programs to meet the demands of our changing local economy was increasing, and the first class of high school students required to pass MCAS tests was due to graduate. Internally, the college community was grappling with increased student enrollments, diminishing levels of fiscal support from the state, increased demands for accountability reporting, and the impact of the early retirement incentive program. Since 50% of college faculty and professional staff are over 50 years old, the college also knew it would continue to face high turnover rates for the next decade.

This plan is the result of a two-year planning process initiated by President Cowan with the formation of a college-wide Strategic Planning Committee. The process included a year of collecting and analyzing planning data from a variety of internal and external constituencies including MCC students, faculty and staff, community residents, regional employers, agencies, school districts and civic leaders. Committee members then used this information to review and update the college mission statement, identify and prioritize significant institutional and community needs, create initiatives to address these needs and define a set of institutional performance indicators to measure our progress as a college community, towards meeting them. This plan builds on past institutional successes and addresses new and emerging educational needs in the following institutional priority areas.

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

It was clear to the college community that careful planning and a shared vision of institutional priorities was essential for the college to continue to meet the educational needs of our students and communities despite the challenges previously described. Nearly 100 faculty, staff and students directly contributed to the development of this strategic plan by serving on a committee. Hundreds more contributed by participating in focused discussion sessions at college-wide professional days, responding to surveys, or reviewing draft planning documents and commenting on them on-line through the MCC College-wide Strategic Planning Web Site or e-mail server.

One of our most important strategic planning activities, to review and update our college mission statement, was led by Dr. Charmian Sperling, former Provost and Vice President for Academic Affairs at MCC. Members of the Strategic Planning Mission Review Committee joined Dr. Sperling in a comprehensive, college-wide process that resulted in the development of a clear, concise statement that accurately reflects the priorities of Middlesex Community College. The committee also identified six pillars that express the primary goals and values that support the Middlesex mission. The full text of the college mission statement appears on the inside front cover of this document.



The 2003-06 Strategic Plan: A Focus on Student Achievement, Workforce Development and Civic Engagement, reflects the Middlesex mission and organizational culture. Middlesex Community College emphasizes an efficient use of resources to support student success, achieve organizational goals and promote institutional excellence. To this end, the appropriate use of technology to enhance student learning and increase operational efficiency, a well developed college-wide professional development program, and institutional and program assessment practices are firmly embedded within the college infrastructure. These organizational traits are reflected throughout the Strategic Plan that is summarized in the following tables.

Providing Access to Higher Education

Identified Needs	Related Institutional Activities
Facilitate student educational and career goal attainment from high school to Middlesex through the baccalaureate degree.	<p>Assess, update and publish MCC Articulation Agreements with area high schools, colleges and universities. Partner with the Boston Area Technical Education Connections Regional Center to create high school to baccalaureate degree pathways.</p> <p>Create and pilot a high school to MCC to baccalaureate degree recruitment and support plan that provides career exploration support and links MCC admission, transfer counseling and academic advising services from the point of high school recruitment through MCC graduation and transfer.</p> <p>Implement the Middlesex Community College – Salem State College partnership agreement to provide Salem State College Bachelor’s Degree Completion programs and graduate level course work on site at MCC.</p>
Improve the student successful course completion rate.	Design and implement a comprehensive research model focused on identifying factors that the college may be able to influence that have a significant impact on student success and best practices at other community colleges. Design, pilot and assess strategies to enhance student success in MCC courses.
Provide educational services on site in Woburn.	Provide educational services on-site in Woburn. Explore partnership opportunities with the city of Woburn to provide on-site credit and/or noncredit courses to the general public and professional development opportunities to teachers and school staff. Design, pilot and assess educational offerings. Expand program as feasible.

Supporting New and Established Paradigms of Teaching and Learning

Identified Needs	Related Institutional Activities
Continue to respond to the evolving, diverse needs of MCC students by identifying, implementing and assessing new innovative instructional strategies.	Create, establish and launch a Center for Instructional Excellence at MCC.
Improve student success through enhanced student/faculty engagement in and outside of the classroom.	Create a college-wide task force to research best practices to support increased student/faculty interactions, identify activities for implementation at MCC, and pilot and assess the impact of these activities.



Supporting Developmental Students

Identified Needs	Related Institutional Activities
Improve the success rate of developmental students.	<p>Create student cohort groups linking developmental reading, writing and math courses to foster peer support.</p> <p>Design and implement a holistic student orientation and academic advising model for developmental students, incorporate a required mentoring and tutoring component, and provide access to a network of academic, enrollment and student support services within the developmental student cohort groups.</p> <p>Design and implement professional development cross-training opportunities for ESL, Reading and Math faculty and tutors.</p>
Provide the support services and educational options necessary to meet the needs of very high-risk students.	Design and implement a comprehensive academic advising/mentoring program using a case management model for students who place into three or more developmental courses.
Provide MCAS support services to students and local school systems.	Design and pilot non-credit MCAS preparatory courses. Offer appropriate educational options to high school students who do not pass MCAS such as Ability to Benefit testing, GED preparation, and Adult Basic Education classes.

Supporting Innovations in Academic, Enrollment and Student Support Services

Identified Needs	Related Institutional Activities
Provide cost efficient, accessible academic, enrollment and student support services in a multi-campus environment to students with a wide range of support needs.	<p>Design and conduct a student/faculty needs assessment related to the availability, accessibility and quality of academic, enrollment and student support services at MCC and research best practice models. Based on this research, design, pilot and assess service delivery models to assure that all students have access to effective, cost-efficient academic, enrollment, and student support services.</p> <p>Design, pilot and assess a support service delivery model to more fully integrate academic, enrollment, and student support services directly into the classroom and the curriculum in order to meet the needs of students who may not be able to otherwise easily access them.</p>
Support student achievement by providing integrated, comprehensive academic planning services that extend from recruitment through registration, graduation and transfer.	<p>Research best practices and explore developmental advising models. Design, pilot and assess a cross divisional, collaborative service delivery model focused on improving student success by fully integrating comprehensive academic planning services that extend from the point of recruitment through registration, graduation and transfer.</p> <p>Research best practices, identify, design, pilot and assess new cost-effective technology-enhanced systems to support faculty and staff efforts to provide effective, comprehensive academic planning and mentoring services to students.</p>

(cont.)



<p>Improve student success rates through a college-wide commitment to providing the support services necessary to fully realize the abilities of at-risk students.</p>	<p>Research best practices, design, implement and assess the effectiveness of an academic planning model for students enrolled in developmental coursework.</p> <p>Investigate comprehensive models for early intervention for at-risk students. Implement one or more pilot programs, expand existing programs and evaluate to ascertain their effectiveness.</p>
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Meeting the Need for Career Preparation, Workforce Development and the Regional Labor Market

Identified Needs	Related Institutional Activities
<p>Collaborate with regional partners and employers to continue to insure that our curriculum supports emerging regional workforce needs and fields.</p>	<p>Middlesex Community College, Northern Essex Community College and the Merrimack Valley Economic Development Council will be the lead partners for a new strategic development partnership for the Merrimack Valley focused on meeting the specific regional workforce training needs identified through the Workforce Investment Boards Strategic Plans.</p> <p>Identify best practice models for the effective use of advisory boards to inform the design and delivery of workforce development programs based on institutional experience at MCC and research. Design, pilot and assess a professional development program for appropriate faculty, staff and administrators to maximize the efficacy of all MCC Advisory Boards.</p> <p>Implement Workforce Development Across the Curriculum, an initiative designed to insure that each academic division of the college continues to identify and address emerging regional workforce development needs. Utilize data provided by regional employment boards, industry councils, and advisory groups to identify workplace needs and design appropriate credit and non-credit courses. For example, integrate the information technology skills needed by local businesses in coursework through the Boston Area Technical Connections (BATEC) Partnership in Information Technologies.</p>
<p>Incorporate additional transferable workplace competency skills identified by regional employers into the MCC Curriculum.</p>	<p>Identify specific additional workplace competencies in demand by regional employers that may not be fully integrated into the curriculum and research best practices at MCC and at other institutions for infusing them. Submit a motion through the college governance structure to approve the integration of these of workplace competency skills into the curriculum. If approved, create and pilot an implementation plan.</p>
<p>Provide additional responsive workforce training pedagogies to provide the just-in-time, cost-efficient training resources needed by regional employers.</p>	<p>Establish an MCC Extended Campus to explore, design and pilot innovative instructional technologies and on-demand delivery systems to meet workforce development needs of regional employers and to provide related programming to regional, national, and international audiences.</p> <p>Research best practices, design and implement just-in-time, on-campus workforce development programs with start dates based on student demand levels. Provide access to effective distance learning alternatives that meet the need for short-term workforce training.</p>



Fostering Civic Engagement and Community Partnerships On a Local and Global Level

Identified Needs	Related Institutional Activities
Maximize the effectiveness of Pre-K through higher education partnerships.	Establish a working group composed of MCC, the Lowell K-12 partners and other stakeholders to explore best practice partnership models that maximize efficiency and efficacy. Design, implement and assess new structures identified by the study findings and working group.
Build on MCC's accomplishments as an exemplar institution for Civic Engagement by continually exploring new opportunities on a local and global level.	Establish new service-learning or community service opportunities for MCC students on a local, national, or international level and collaborate with partners to establish an effective model to pilot. Survey the scope of civic engagement activities and community partnerships at MCC, research national best practices, create a Civic Engagement Vision Statement and design, pilot and assess a structure to support its growth and development at the college. Identify and support an annual college-wide civic engagement theme with multiple projects.
Support the arts community by identifying pathways through which (1) college faculty, staff and students can access regional resources and (2) the college can provide access to its arts resources to community members.	Explore the potential for the establishment of a child-friendly, international folktales theater project that incorporates a multidisciplinary collaboration of faculty, students and community partners and includes curriculum development and service learning opportunities. Create and implement an annual plan to support the area's multicultural arts community and enhance the college community's understanding and appreciation of various cultures through the use of pictures, maps, music, food, flags and film etc.



Supporting Middlesex Community College Employees

Identified Needs	Related Institutional Activities
With large numbers of faculty and staff nearing retirement, the college must enhance its capacity to recruit, hire and retain exceptional employees that reflect the diversity of our students.	<p>Design, implement and assess the effectiveness of strategies to recruit, hire and retain a workforce that reflects the diversity of our student population and maintains our organizational culture that values civility, teamwork, mutual respect, resourcefulness and resilience.</p> <p>Design and conduct needs assessments on a three year cycle to identify how to best equip and prepare MCC employees to continue to provide high quality services to students. Develop, pilot and assess the effectiveness of strategies to meet these needs.</p>
Continue to provide the professional development opportunities, creative structures and support systems necessary to allow its faculty, staff and administrators to thrive despite increasingly difficult to manage workloads	<p>Continue to design, implement and assess a varied menu of professional development opportunities to college faculty and staff that meet their stated needs. Provide annual presentations to every division at MCC to provide an overview of professional development opportunities available and solicit feedback from the college community.</p> <p>Provide additional opportunities for professional development and social interaction among MCC employees by exploring the feasibility of flexible or rotating schedules to allow all employees opportunities to attend events. Expand and promote on-line professional development opportunities, consider an activity period, and use technology to strengthen the sense of community through real-time and archived recorded events.</p> <p>Establish a task force coordinated through the Human Resources Office to explore the feasibility of providing new employee benefits such as alternative work arrangements and personal services, and to develop, pilot and assess the effectiveness of strategies to achieve increased clarity in communication about employee benefits.</p>

A copy of the college mission statement and the full strategic plan is provided in the following sections of this report. A list of strategic planning committee members is provided in the appendix.



Focus On

Providing Access to Higher Education



Need Statement: Pathways to Baccalaureate Degrees

Many prospective and current students have a long-term educational goal of earning a baccalaureate degree. An important way the college can help students achieve this goal is to actively collaborate with area high schools, post secondary institutions and colleges and universities to insure that our curriculums are structured to maximize student transfer opportunities and course articulation between the various educational sectors. In addition, the college needs to provide the career and academic counseling processes and support systems necessary to facilitate student educational and career goal attainment.

Related Institutional Initiatives

■ Assess, Update and Publish MCC Articulation Agreements

Lead Implementers

C. Pride and D. Orellana

Assess the currency and efficacy of all MCC articulation agreements with area high schools, colleges and universities. Update the agreements as necessary and document potential links between high school agreements, MCC programs, and college and university agreements when appropriate. MCC will also work as a major partner in the Boston Area Technical Education Connections Regional Center (BATEC) to develop articulation agreements in information technology with participating high schools and with the University of Massachusetts Boston. Widely disseminate information about active articulation agreements to area high schools, potential students, current MCC students and the college community using traditional and web-based resources as appropriate in a format that is clear and understandable.

■ High School to MCC to Baccalaureate Degree Recruitment and Support Plan

Lead Implementer

L. Dimitrov

Create and pilot a high school recruitment strategy and MCC support plan that provides career exploration support and links MCC admission, transfer counseling and academic advising services from the point of high school recruitment through MCC graduation and transfer to a bachelor's degree program. Coordinate and integrate the plan with the initiatives developed by the Supporting Innovations in Academic, Enrollment and Student Support Services Sub-Committee. Assess the pilot and modify as necessary.

■ MCC-Salem State College Partnership to Provide Bachelor's Degree Completion Programs at Middlesex Community College

Lead Implementer

C. Pride

Middlesex Community College and Salem State College will provide Bachelors Degree completion programs on site at MCC. Middlesex Community College will offer the first two years of the program, which will lead toward an Associates degree, and the upper division courses will be provided by Salem State College. Some graduate level courses will also be provided.

Related Performance Indicators: Pathways to Baccalaureate Degrees

1. By December 2004, all sets of active articulation agreements that create a high school to MCC program to baccalaureate degree link are documented and disseminated as appropriate to area high schools and the college community.
2. By September 2006, a minimum 6 high school to Middlesex to baccalaureate degree program articulation agreements will be complete.
3. By September 2006, there is a minimum of a 10% increase in the number of MCC students who successfully transfer to a baccalaureate degree program and are awarded course credit under the provisions of an articulation agreement over baseline data collected in September 2003.
4. By September 2006, a minimum of 100 students will have been enrolled in the Middlesex Community College – Salem State College baccalaureate degree completion program.
5. By September 2006, a minimum of 30 students will have been enrolled in Salem State College graduate course work on the Middlesex Community College campus.



Need Statement: Increasing the Successful Course Completion Rate

Over the last several years the successful course completion rate for MCC students is approximately 75%. Although this rate is not dissimilar from the average successful course completion rate across the Massachusetts Community College System, the college is committed to improving student success and helping our students attain their educational and career goals. We need to more fully understand the various factors that contribute to students' failure to successfully complete MCC courses, and to identify and implement student retention strategies, effective academic, enrollment and student support services and appropriate alternative programming to support student success.

Related Institutional Initiatives

■ Assessing Barriers to Student Success at MCC

Lead Implementers

L. Alves and M. Badolato

Work to improve the successful course completion rate by designing and implementing college-wide research focused on identifying and understanding specific barriers to student success at MCC. Design and implement a comprehensive research model focused on identifying factors that the college may be able to influence that have a significant impact on student success and best practices at other community colleges. Present the findings to the college community, and create opportunities for review and discussion. Using the results of this comprehensive analysis and feedback from the college community, develop a set of recommendations to enhance opportunities for student success at MCC. Coordinate and integrate the plan with the initiatives developed by the Supporting Innovations in Academic, Enrollment and Student Support Services Sub-Committee. Pilot and assess the effectiveness of a minimum of two of the recommendations.

Related Performance Indicators: Increasing the Successful Course Completion Rate

1. By December 2004, research findings are documented and presented to the college community for discussion.
2. By May 2005, specific recommendations to improve student course success rates at MCC are documented.
3. By May 2006, a minimum of two of the recommendations to improve student course success rates are piloted and their effectiveness is assessed and documented.

Need Statement: Providing Educational Services in Woburn

A core component of the community college mission is to provide access to higher education to the residents of its service area. Recently, the City of Woburn identified the need for additional higher education resources and asked Middlesex Community College to consider entering into a partnership with the City to provide these services. The college needs to assess the feasibility of providing on-site (1) credit and/or non-credit courses to Woburn public school students and the general public, and (2) professional development opportunities for faculty and staff in the Woburn Public Schools. If feasible, we need to create and implement a plan to do so.

Related Institutional Initiative

■ Feasibility Study and Pilot for Services in Woburn

Lead Implementers

C. Brennan and K. Burns

Assess the feasibility of entering into a partnership with the city of Woburn to provide on-site credit and/or non-credit courses to the general public as well as professional development opportunities to teachers and school staff. As a pilot, the college provided courses to Woburn paraprofessionals in Spring 2003. In Fall 2003, MCC will pilot a limited number of credit and noncredit evening courses, and assess the outcomes. The college will also investigate the types of courses that Woburn wants and needs delivered and compare them to MCC course offerings. If feasible, create and implement a plan to expand the program to include a wider selection of courses as well as other projects and activities.



Related Performance Indicators: Providing Educational Services in Woburn

1. By May 2004, based on a cost-benefit analysis, a specific plan including goals and timelines to provide expanded on-site educational services in Woburn is documented.
2. By May 2006, the number of Woburn residents enrolled in MCC courses is increased by a minimum of 15% over baseline data collected in September 2002.
3. By May 2006, a minimum of 100 Woburn teachers and staff will have participated in on-site professional development opportunities provided by MCC.



Focus On

Supporting New and Established Paradigms in Teaching and Learning



Need Statement: Identification, Implementation and Assessment of Innovative Instructional Strategies

Middlesex Community College serves a demographically, economically and culturally diverse student population. Students come to the college with a wide range of educational goals, emotional maturity levels, academic abilities, and learning styles. To address the continuously evolving diverse educational needs of our student body, the college has a history of supporting faculty and staff efforts to identify and implement research-based innovations in teaching. Support mechanisms have included extensive professional development initiatives, as well as access to new technology and other curriculum resources. An ongoing need exists to continue identifying and implementing innovative instructional and assessment strategies, as well as support mechanisms, to help faculty and staff more fully understand the impact of teaching innovations on student learning outcomes. Implementation of these strategies and support mechanisms will help ensure comparable or improved outcomes for courses using traditional as well as innovative pedagogies.

Related Institutional Initiative

■ Create, Establish and Launch a Center for Instructional Excellence

**Lead Implementer
C. Kaminski**

Establish the MCC Center for Instructional Excellence to support the Scholarship of Teaching and Learning (SoTEL) to meet the needs of student populations. The mission of the Center will be to:

- Research and disseminate instructional pedagogies.
- Support faculty and staff in implementing and assessing instructional pedagogies including, but not limited to, the use of technology.
- Build on successful past practices in the use of innovative technologies to support student learning; for example, investigate new strategies for using Blackboard, hybrid courses and the interdisciplinary implementation of ActiveWorlds.
- Establish an Essentials of Teaching Institute to provide faculty, particularly new faculty, with information on policies, services, and practices related to class management and instruction.
- Establish and maintain Learning Communities, including the Carnegie Group and others focusing on special themes.

In order to establish the Center for Instructional Excellence, implement the following activities:

1. Appoint a college-wide committee, including, but not limited to, representatives from each of the Academic Divisions, Office of Professional and Instructional Development, and the Professional Development Coordinating Council to be responsible for:
 - Researching and reporting on the organizational structure and programs of Teaching and Learning Centers at other colleges.
 - Assessing current MCC activities and programs that may be included under the umbrella of the MCC Center for Instructional Excellence, e.g. the Carnegie Group and the Virtual Education Research Group (VERG).
 - Surveying MCC faculty and staff to obtain their suggestions for the function, structure, and activities of the Center.
 - Preparing, by May 2004, a written recommendation for establishing the Center in terms of its organizational functions, structure, and staffing, as well as the resources required to support its mission.
2. If approved, launch the MCC Center for Instructional Excellence that will provide faculty and staff with the resources and support required to pursue the Scholarship of Teaching and Learning, and meet all of the goals and timelines outlined in the implementation plan.

Related Performance Indicators: Identification, Implementation and Assessment of Innovative Instructional Strategies

1. By May 2004, a comprehensive plan is developed for establishing the Center.



2. By December 2005, of the faculty accessing information on instructional pedagogies, a minimum of 50% report that they incorporated some aspect into their teaching.
3. By December 2005, of the faculty accessing information on assessment, a minimum of 50% report that they have used some aspect to assess student-learning outcomes.
4. By May 2006, from a baseline to be determined, an increased number of faculty will report using and assessing instructional technologies that are new to them.
5. By May 2006, a minimum of seven new faculty, including full- and part-time faculty, will complete the Essentials of Teaching Institute.
6. By May 2006, a minimum of 80% of surveyed faculty report that they have exchanged ideas related to teaching and/or assessing student learning outcomes and supported one another through MCC Center for Instructional Excellence initiatives.
7. By May 2006, a minimum of 80% of the faculty who participate in the Learning Communities report that they were supported in their teaching.

Need Statement: Student/Faculty Engagement

Student academic achievement is enhanced through strong student/faculty engagement both in and outside of class. Although the desire for more opportunities for academic and social interaction has been identified by MCC students and faculty, opportunities have been limited, and the college's mission as a commuter institution and the competing time demands of school, work and family life faced by many of our students have made this need a challenge to fulfill. New initiatives must be identified and implemented to support increased student/faculty connections, both in and outside of class.

Related Institutional Initiatives

■ Increase Student/Faculty Connections

Lead Implementer
R. Rosenberg

Create a college-wide, representative task force to research best practices to support increased student/faculty connections at other community colleges across the country and identify a minimum of two initiatives for implementation at MCC by June 2004.

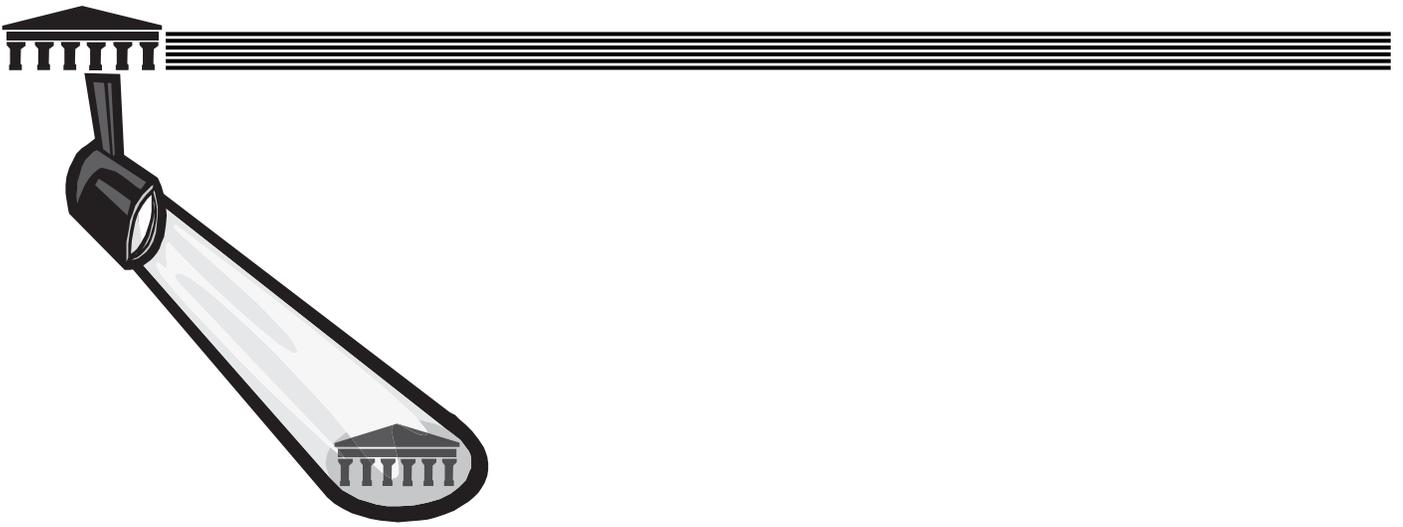
■ Support Enhanced Student/Faculty Connections

Lead Implementer
R. Rosenberg

Pilot, assess and strengthen each initiative as necessary to support enhanced student/faculty connections.

Related Performance Indicators: Student/Faculty Engagement

1. By June 2004, a minimum of two initiatives to increase student/faculty engagement will have been identified for implementation.
2. By December 2004, an implementation plan is documented for each initiative to increase student/faculty engagement.
3. By May 2006, a minimum of 80% of the faculty and staff who participate in one of the new initiatives describe them as an effective way to support student/faculty connections outside of class that enhance the student-learning environment. Faculty and students report increased opportunities to connect with one another.
4. By May 2006, a minimum of 80% of the students who participate in one of the initiatives report that they had opportunities to interact with faculty other than the classroom and that these contributed to their feeling connected to the college.



Focus On

Supporting Developmental Students



Need Statement: College Wide Commitment to Supporting Developmental Students

Improving the success rate of the developmental student population is a college-wide responsibility requiring a full commitment from all areas of the college. To fully realize the academic potential of developmental students at MCC, this commitment must identify, implement, and support integrated academic, enrollment and student support programs.

The Holistic Approach

Orientation and Advising	Classroom	Student Support
Cohort Orientation Prior to the start of the semester	Create a cohort EN1100 & MA1101	Each class will have outside tutoring requirements
Classroom Instructors are primary advisors	Advising takes place in a classroom	Mentoring & study groups will be created

Related Institutional Initiatives

■ The Holistic Approach—Orientation and Advising

Lead Implementer
R. Perry

Through orientation and advising: (1) identify ways to minimize the frustrations and anxiety of entering students; (2) assign one faculty member in the cohort to become the advisor; (3) publish a flow chart for the developmental programs as an advising aid; and (4) provide training or a training model for faculty who are advising developmental students.

■ Create Student Cohorts & Provide Cross Training for Instructors and Tutors

Lead Implementers
O. Greene and A. Moyer

In relation to the classroom: (1) create student cohorts by linking EN1100 and MA1101; (2) foster peer support and academic success; and (3) provide cross-training using professional development among ESL, reading, and math instructors/tutors.

■ Developmental Student Support

Lead Implementers
O. Greene and A. Moyer

Through student support areas: (1) require mentoring and tutoring for students that place into the cohort; (2) identify the needs of students who fail or withdraw by analyzing the composition of this group; and (3) utilize the EN1100 course as a platform for collaboration among Counseling, Disabilities Services, Financial Aid, and Health Services to raise awareness of the services available to the student.

Related Performance Indicators: College Wide Commitment to Supporting

Developmental Students

1. By May 2006, a statistical increase in the advisor registration rate for the cohort in comparison to non-cohort classes is documented.
2. By May 2006, through surveys, students in the cohort model report a more positive perception of the college experience than students in non-cohort classes.
3. By May 2006, the results of a qualitative assessment of cohort advising versus standard faculty advising from the perspective of faculty advisors are documented.
4. By May 2006, an increased successful course completion rate for the cohort in comparison to non-cohort classes is documented.



5. By May 2006, all cohort instructors are cross-trained through workshops, informal meetings, and professional development.
6. By May 2006, the results of an assessment of mentoring and tutoring support services using the Academic Support Service model is documented and compared to non-cohort populations to measure program success and utilization of support.
7. By September 2006, a survey to assess the reasons for student failure or withdrawal from the cohort is designed, implemented and the results are documented.

Need Statement: The Case Management Model

Among the developmental student population at MCC are those who do not possess the cognitive ability and/or emotional maturity to improve their academic skill levels enough to successfully complete developmental coursework and move into the existing college level course offering of their choice. Some students repeatedly fail developmental courses. Others, although able to pass developmental courses, cannot achieve success in many of our academic programs. Additional realistic educational options and effective academic, enrollment and career counseling services are needed to meet the needs of this student population.

Supporting At-Risk Developmental Students A Case Management Approach

The Mentor/Advisor Role	Student Support Options	Career Counseling
Initial Contact After Placement	Referrals to Internal Programs	Assess Student Talents & Interests
Contact at Midterm & Final	Referrals to External Programs	Connect to Career Opportunities

Related Institutional Initiatives

■ Comprehensive Advising/Mentoring Program using a Case Management Approach

Develop and implement a comprehensive Advising/Mentoring Program using a case management approach to address the needs of students at MCC who place into three or more Developmental level courses. A mentoring relationship with their Academic Advisor or Student Development Staff Advisor should be developed and take the form of a series of meetings/Informational Sessions to assist the student in successfully navigating their experience at Middlesex Community College.

Lead Implementers

W. Russman-Halperin and S. Woods

■ Realistic Educational Options and Career Counseling for Severely At-Risk Students

In some cases, mentors and students may need to consider educational objectives outside of the typical academic setting. If necessary, the elements of a mentoring process would include discussions regarding alternative programs at Middlesex Community College, as well as the appropriate non-academic resources provided by the community. Realistic educational options and Career Counseling should be implemented for severely at risk students as the culminating service available to the student after participating in the Mentoring Program.

Lead Implementer

P. Flaherty

Related Performance Indicators: The Case Management Model

1. By May 2005, a minimum of 50% of the students in the Comprehensive Advising/Mentoring Program has a successful transcript or fewer unsuccessful attempts at completing courses.
2. By May 2005, the mentor/advisor of developmental students has a minimum of a 75% knowledge base on internal and external resources for this population.



3. By May 2006, a cohort survey documents the personal vision of success of students in the Comprehensive Advising/Mentoring Program.
4. By May 2006, the Severely At-Risk Developmental Student data is compared to a similar sample of Severely At-Risk Development Students from 2003 and analyzed for increases in usage of non-degree programs.
5. By May 2006, external referrals that have been followed yearly document an increase in Severely At-Risk Developmental Student utilization of community resources.
6. By May 2006, 50% of the cohort document successful utilization of Pinpoint and career counseling.
7. By May 2006, a statistical increase in student awareness and follow through regarding alternative career options for Severely At-Risk Developmental Students is documented.

Need Statement: MCAS Support

Starting in 2003, high school seniors are required to pass mandated state testing requirements to be awarded an MCAS certified high school diploma. The most recently published MCAS test results document that 6,250 students, especially in urban areas, have not yet satisfied this graduation requirement. Community Colleges, in partnerships with areas high schools and the State, need to develop appropriate academic options to help meet the educational needs of this student population.

MCC's Role in Supporting MCAS

Create Partnerships	Offer Preparatory Programs	Promote Alternative Educational Options
High Schools, Outside Agencies & Colleges	Bridge Programs, Refresher Courses, Test Preparation	GED, Ability to Benefit Testing and Adult Basic Education

Related Institutional Initiative

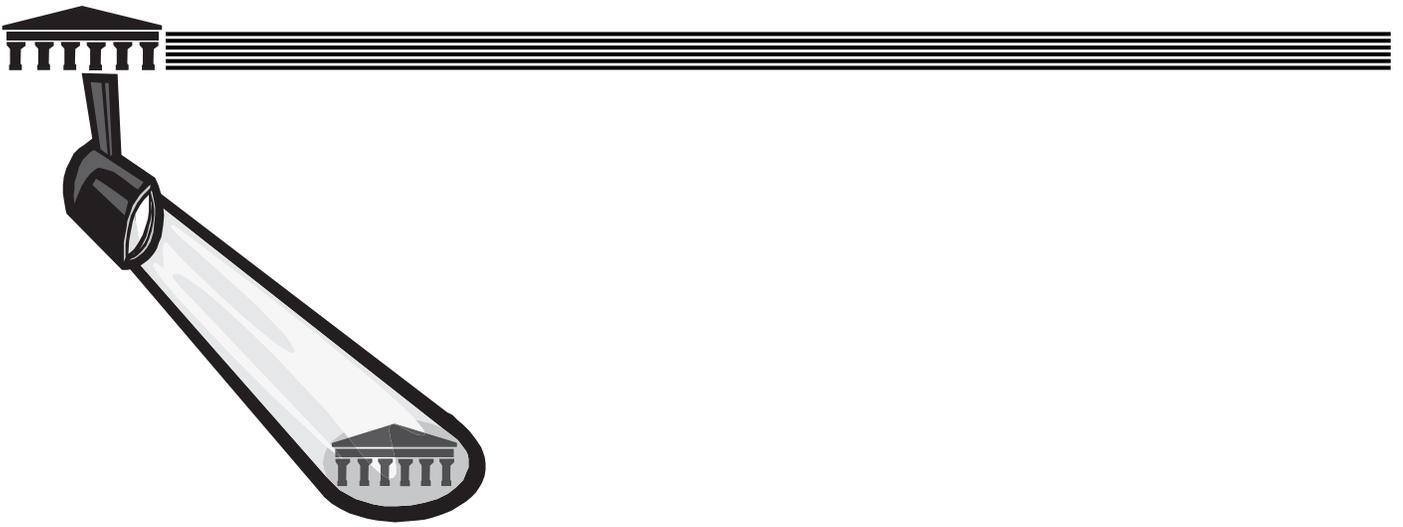
■ Non-credit MCAS Preparation and Alternative Educational Options

**Lead Implementer
C. Cox**

Through outreach and bridge programs, create partnerships with high schools to manage the needs of those not passing the traditional MCAS. Develop non-credit preparatory courses similar to SAT Prep or ACT courses for the MCAS and expand and offer alternatives such as Ability to Benefit, GED and Adult Basic Ed Programs based on state mandates.

Related Performance Indicators: MCAS Support

1. By September 2006, a minimum of 25 students who have participated in preparatory courses through the MCAS partnerships show a significant increase in test scores and earn a high school diploma.
2. By September 2006, the number of students admitted to MCC degree or certificate programs with a GED or by passing Ability to Benefit Testing increase by a minimum of 10% over baseline data collected in September 2003.



Focus On

Supporting Innovations in Academic Enrollment and Student Support Services



Need Statement: Effective, Cost-Efficient Academic, Enrollment and Student Support Services

MCC provides a network of academic, enrollment and student support services that must be accessible by all segments of our student community. The diversity that exists within our student population combined with the complexities inherent in providing services across multiple campus sites to the day, evening and weekend students who may be enrolling full time or part time in on-campus and/or in on-line courses make achieving this goal especially challenging. Creative approaches are necessary to provide effective, cost-efficient academic, enrollment and student support services that meet the varying needs of our students.

Related Institutional Initiatives

■ Access to Quality Academic, Enrollment and Student Support Services

Lead Implementers

**E. Fagan, J. Hogan and
D. Malvers**

Create and implement a plan to assure that all students have awareness of, and valid, convenient and suitable access to, effective academic, enrollment, and student support services. Research best practices, and conduct a student/faculty needs assessment of related services at the college, focusing on quality, access and student awareness. Examples of services to be assessed: Academic Advising Services, Tutoring/Academic Support Services, Disability Support, Counseling (personal and career), Enrollment (admissions, financial aid, registration), Placement Testing, International Student Services, Student Life/Activities & Recreation, and Library Services.

Assess the student awareness of such services among all student populations including, but not limited to online students, evening/weekend students, ESL students, developmental students, and day students.

Using the results of this comprehensive analysis, create and implement a plan to assure that student services are reflective of best practices available, and students are aware of how to access them.

■ Integration of Academic, Enrollment and Student Support Services

Lead Implementers

**D. Hewitt, J. Mucci and
A. Falcone**

Create and implement a plan to more fully integrate academic, enrollment, and student support services directly into the classroom and the curriculum in order to meet the needs of students who may not be able to otherwise easily access them. Research best practices that integrate student support services [i.e., Academic Advising Services, Tutoring/Academic Support Services, Disability Support, Counseling (personal and career), Enrollment (admissions, financial aid, and registration), and Library Services] directly into the classroom and into the curriculum. Design the plan to include activities such as (1) increasing the Career Services' Program of the Month series by one each semester to increase the numbers of majors/programs addressed in an academic year, and (2) coordinating activities and formalizing the inclusion of Academic Support Staff (tutors) in the Collaborative Intervention Teams Program, and (3) expanding the Reading and Study Skills Enhancement Program.

Related Performance Indicators: Effective, Cost-Efficient Academic, Enrollment and Student Support Services

1. By September 2004, the top five academic, enrollment and student support needs are identified and documented.
2. By September 2005, initiatives to address the top five academic, enrollment and student support needs are designed and piloted.
3. By September 2006, the effectiveness of new academic, enrollment and student support initiatives piloted is assessed using information obtained through student and faculty focus groups.



4. By September 2004, best practices of support service integration are identified, documented and disseminated to the college community.
5. By September 2005, the results of faculty and student surveys to identify potential support services integrations in the classroom are documented.
6. By September 2006, a set of recommendations to integrate support services is developed and a minimum of two are piloted.

Need Statement: Support Systems for Faculty and Staff to Provide Comprehensive Academic Planning and Mentoring

Student survey data at the institutional and system level reveals a need to provide fully integrated, comprehensive academic planning services that extend from the point of recruitment through registration, graduation and transfer. Through the recent college reorganization the college merged several key departments as a first step in addressing this need, but additional work is necessary. Faculty and staff need more support systems to help them provide comprehensive academic planning and mentoring services to their advisees; advanced on-line degree audit and transfer articulation information are needed throughout the college community; and a fuller cross-divisional integration and/or collaboration of academic, enrollment and student support services is necessary to support student success.

Related Institutional Initiatives

■ Comprehensive Academic Planning Services

Lead Implementers

E. Fagan and J. Mucci

Create and implement a plan designed to improve student success by fully integrating comprehensive academic planning services that extend from the point of recruitment through registration, graduation and transfer. Determine how the newly merged departments can work more effectively to integrate comprehensive academic planning. Investigate programs such as LifeMap (Valencia Community College's developmental advising model), an integrated student service model, to provide a more cross-divisional integration and/or collaboration of academic, enrollment and student support services. Implement one or more pilot programs to ascertain their effectiveness.

■ Technology-Enhanced Academic Planning Services

Lead Implementers

E. Fagan and J. Hogan

Design new cost-effective support services that will provide the faculty and staff additional support systems that are needed to provide comprehensive academic planning to their advisees. Develop and implement technology-enhanced services that support academic planning such as but not limited to on-line degree audit, transfer articulation information and mentoring services.

Related Performance Indicators: Support Systems for Faculty and Staff to Provide Comprehensive Academic Planning and Mentoring

1. By September 2004, a comprehensive academic planning services delivery plan is designed and documented.
2. By September 2005, the comprehensive academic planning services delivery plan is piloted.
3. By September 2006, the comprehensive academic planning services delivery plan is assessed and resulting program enhancements are documented.
4. By September 2005, a minimum of two technology-enhanced services are designed and documented.
5. By September 2006, the effectiveness of the technology-enhanced services that were implemented is assessed and the results are documented.



Need Statement: A College-Wide Commitment to Programs for Developmental and At-Risk Students

Improving the success rate of the developmental and other student populations is a college-wide responsibility requiring a full commitment from all areas of the college. A college-wide commitment to identifying, implementing and supporting integrated academic, enrollment, and student support programs is needed to fully realize the abilities of developmental and at risk students at MCC. (Shared with Supporting Innovations in Academic, Enrollment and Student Services Sub-Committee)

Related Institutional Initiatives

■ Collaborating with Supporting Developmental Students Initiatives

Lead Implementers

A. Moyer and R. Perry

Collaborate on any initiative designed to enhance student support services by the Supporting Developmental Students subcommittee

■ Advising for Developmental Students

Lead Implementers

R. Perry and C. Andreadis

Many students who attend Middlesex Community College are required to enroll in developmental courses. In order to improve their success rate, look at best practices of higher education advising models for developmental students, which may include the number of students per advisor, the amount of advising time per student, enlisting specialized program faculty, and two-tier advising. Using the results of this research, create and implement a plan to assure that advising for developmental students is reflective of best practices.

■ Improving Success of At-Risk Students

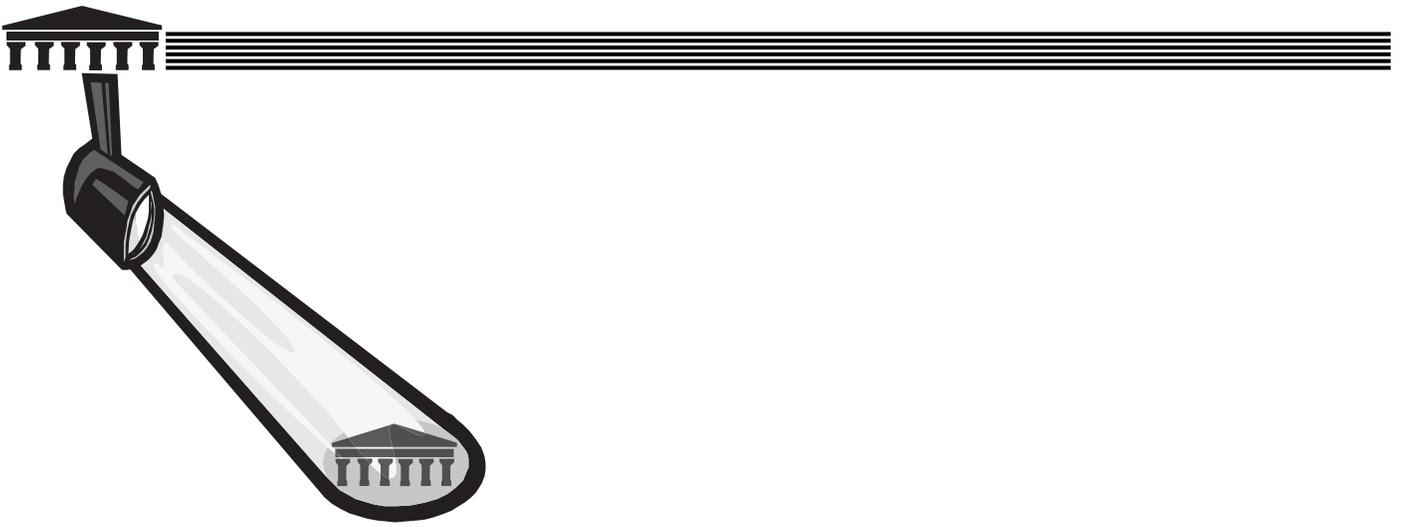
Lead Implementers

J. Mucci and C. Pride

Middlesex Community College is committed to the academic success of all of its students, and a significant percentage of students are academically at risk. In order to improve the academic success rate and decrease the numbers of probationary, restricted probationary and dismissed students, we will investigate comprehensive models for early intervention for at risk students such as, but not limited to, "first year at risk probation model" at Assumption College and other colleges offering baccalaureate degrees. Implement one or more pilot programs and expand the "Advance to Go" Early Orientation Program that is already offered at MCC, and evaluate to ascertain their effectiveness.

Related Performance Indicators: A College-Wide Commitment to Programs for Developmental and At-Risk Students

1. By September 2005, a minimum of one designated faculty member from each department participated in the advising of at-risk students.
2. By September 2006, the successful course completion rate for developmental students shows a statistically significant increase over baseline data collected in September 2003.
3. By September 2006, the successful course completion rate for developmental students in subsequent courses (i.e. Basic Writing and English Composition) shows a statistically significant increase over baseline data collected in September 2003.
4. By September 2006, the GPA for restricted probationary students shows a statistically significant increase over baseline data collected in September 2003.
5. By September 2006, the successful completion rate of dismissed students who re-register and successfully complete courses shows an increase over baseline data collected in September 2003.



Focus On

Meeting the Need for Career Preparation, Workforce Development and the Regional Labor Market



Need Statement: Meeting the Need for Workforce Development In the Regional Labor Market

The Massachusetts Community College System is one part of the Commonwealth's complex network of agencies focusing on fulfilling statewide workforce development needs. As state government is streamlined in the near future, it is likely that the way workforce development and job training services are provided in Massachusetts will undergo significant change. Middlesex Community College must collaborate with regional partners and employers to continue to insure that our curriculum supports emerging regional workforce needs and fields.

Related Institutional Initiatives

■ Strategic Workforce Development Partnership for the Merrimack Valley

**Lead Implementer
C. Cowan**

Middlesex Community College, Northern Essex Community College and the Merrimack Valley Economic Development Council are the lead partners in a new strategic development partnership for the Merrimack Valley focused on meeting specific regional workforce training needs identified through the Workforce Investment Boards Strategic Plans. Meeting the workplace competency needs for ESL residents of the region is the first area of focus for this new partnership.

■ Advisory Boards

**Lead Implementers
N. Sheer and B. McKiernan**

Middlesex Community College has a long history of the effective use of advisory boards to inform the design, development and delivery of workforce training programs. In order to insure that regional workforce development needs continue to be appropriately linked to our curriculum development activities, the college will develop a statement describing the specific values and benefits that may be derived from the effective use of Advisory Boards, and design and conduct a professional development program for department chairs and others who are in a position to form or run an Advisory Board. This program will reflect best practices based on institutional experience and research and include a focus on college alumni.

■ Workforce Development Across the Curriculum

**Lead Implementer
C. Butters**

Middlesex Community College routinely designs and implements curriculum in response to emerging regional workforce needs. In recent years the college has addressed needs in fields such as Nursing, teacher preparation, early childhood education, technology, English as a second language, adult basic education and direct care workers in the field of mental retardation. Each academic division of the college will (1) utilize data provided by regional employment boards, industry councils, and advisory groups to identify emerging workplace needs and (2) design and implement credit and non-credit course work to meet these needs as appropriate. Each college division will report the outcomes of their research and program development activities on an annual basis. For example, Middlesex, Bunker Hill and Roxbury Community Colleges, the Boston Public Schools and the Metropolitan School to Careers Partnerships are major partners in the Boston Area Technical Education Connections Regional Center (BATEC), a National Science Foundation funded regional center for excellence to meet the current and future workforce needs in information technology in the greater Boston. The partnership will determine the skills needed by the local IT industry, integrate those skills into IT curricula, and provide professional development to faculty to help them incorporate the skills into the curriculum.

Related Performance Indicators: Meeting the Need for Workforce Development in the Regional Labor Market

1. By December 2003, specific performance indicators will be documented for the Middlesex Community College, Northern Essex Community College and the Merrimack Valley Economic Development Council strategic development partnership for the Merrimack Valley.



2. By December 2004, a minimum of 80% of the department chairs and other staff at MCC in a position to form an Advisory Board report satisfaction with the Professional Development opportunities provided to help them create an effective Advisory Board, and that they were able to incorporate what they learned into practice at MCC.
3. Beginning in June 2005, each MCC Advisory Board documents its recommendations and college staff report on the outcomes annually.
4. Beginning in June 2004, each Middlesex Community College academic division documents the outcomes of their research related to emerging regional workforce needs and related program development annually.
5. By September 2006, a minimum of 5 new or expanded workforce development programs are designed and piloted in response to emerging regional workforce needs.
6. By September, 2006 Information Technology skill standards will be incorporated into a minimum of 10 courses.

Need Statement: Developing a Workforce with the Transferable Skills Needed by Regional Employers

Workforce development is a core component of the Middlesex Community College mission. In today's continually evolving, fast-paced environment, the local business community needs access to workers with transferable skills. To help achieve this goal, the college incorporated Intensive Values into the core curriculum in (1) written communication, (2) computer literacy, (3) the impact of technology on society, environmental issues or health issues, (4) values or ethics or social policy, and (5) multicultural or global awareness. Healthcare and Business are two examples of areas with workplace behaviors immersed in the curriculum. Regional employers have reported the need for the college to incorporate additional areas, such as teamwork, critical thinking, communication and specific career skills as part of our curriculum.

Related Institutional Initiatives

■ Infusing Workplace Competencies into the Curriculum

**Lead Implementer
B. Werner**

Identify specific workplace competencies in demand by regional employers (such as but not limited to communication skills, teamwork and career skills) that may not be fully integrated into the MCC curriculum. Research, both internally and at other institutions of higher learning, best practices and models for infusing these skills into the classroom and curriculum. As a result, compile a proposed list of core and secondary workplace competencies to be infused into the curriculum at MCC. Use a Professional Day to present the research, the resultant proposed lists of workplace competencies, and examples of ways to infuse these skills into the classroom and curriculum. Based on discussion and feedback from the Professional Day, a set of recommendations to infuse specific competencies into the curriculum is submitted through the college governance structure for consideration by the college community. If approved, create and pilot an implementation plan.

Related Performance Indicators: Developing a Workforce with the Transferable Skills Needed by Regional Employers

1. By December 2004, research to incorporate specified workplace competencies are documented and presented to the college community for discussion.
2. By May 2005, a proposal to infuse specific workplace competencies into the curriculum is submitted through the college governance structure for consideration by the college community.
3. By September 2006, if approved through the college governance structure, an implementation plan to infuse specified workplace competencies into the curriculum is piloted.



Need Statement: Responsive Workforce Training Pedagogies

Middlesex Community College is committed to providing training opportunities that meet the workforce development needs in our service region; and, through the Business and Industry Programs, Middlesex has traditionally been a leader among community colleges in providing contract training to local employers. Now with local employers facing both shrinking training budgets and rapidly changing human resource needs, the college needs to explore additional educational delivery systems such as the use of technology, to supplement existing pedagogies in order to provide the just-in-time, cost-efficient training resources necessary.

Related Institutional Initiatives

■ Extended Education Consortium

Lead Implementer
M. Badolato

Develop education and training programs that extend the College's workforce development, continuing education, certificate, and other non-traditional programs to regional, national, and international audiences. Establish an Extended Campus through a strategic alignment of market needs, appropriate content, and current instructional technologies and delivery methods. Conduct iterative assessment to determine the viability of emerging programs and technologies. Focus the first year of the project on Business and Industry specific content. In year two expand program offerings to other content areas as determined by market needs, so that in year three, the Extended Campus will be fully established and providing education and training opportunities to a variety of industries and organizations.

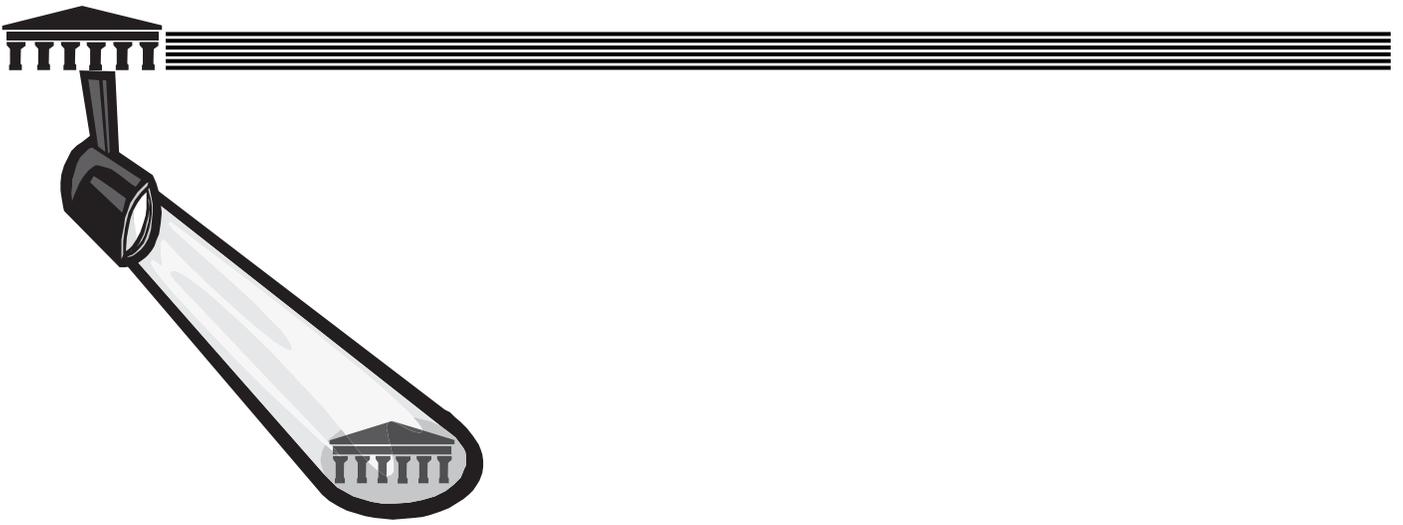
■ Just-In-Time Workforce Development Opportunities

Lead Implementers
J. Burke and M. Olson

Research best practices to provide just in time on-campus workforce development programs with flexible start and end dates based on student demand levels (not the semester calendar) and access to effective distance learning alternatives that meet the need for short-term workforce training. Develop a plan to provide the high quality workforce development courses required in our service region on an as needed basis both on-campus and through distance technologies (including goals and timelines) and submit for approval. If approved, pilot the model.

Related Performance Indicators: Responsive Training Pedagogies

1. By May 2004, MCC contracts with 2 companies and 1 not-for-profit with workforce development needs to deliver customized, just-in-time education and training programs.
2. By May 2004, 5 faculty members are trained; and 5 content modules and 2 technology-enhanced delivery methods are available.
3. By May 2006, a minimum of one extended campus program is delivered on or off site, which can be scaled for regional, national, and international audiences.
4. By May 2006, 10 faculty members are fully versed in appropriate delivery methods.
5. By May 2004, a plan to provide flexible, as needed workforce training opportunities on-campus at MCC and through distance learning methodologies is submitted for approval. If approved, the goals outlined in the implementation plan are achieved by the timelines noted.



Focus On

Fostering Civic Engagement and Community Partnerships on a Local and Global Level



Need Statement: Pre-K through Higher Ed Partnerships

Middlesex Community College is involved in many activities that help students in the public schools to be successful. We also have many partnerships with other colleges that help students find the best pathway to higher education and enable them to transfer to four-year institutions seamlessly. There is a need to examine what we are currently doing with community partners from pre-K through higher education and to investigate structures that develop a better-coordinated effort that maximizes efficiency and efficacy.

Related Institutional Initiative

■ MCC/Lowell Public School Partnership Project

Lead Implementer
M. Sheehy

Establish a working group composed of MCC, the Lowell K-12 partners and other stakeholders to explore organizational environments and structural models that maximize efficiency and efficacy and address potential barriers to effective communication. Examine best practices at peer institutions. Implement structures to the extent suggested by the study findings and working group.

Related Performance Indicators: Pre-K through Higher Ed Partnerships

1. By December 2004, a new MCC/Lowell Public School partnership structure that addresses documented communication barriers is implemented.
2. By December 2006, the effectiveness of the new MCC/Lowell Public School partnership structure with regard to eliminating identified communication barriers is assessed and the outcomes are documented.

Need Statement: Civic Engagement Locally and Globally

Middlesex Community College is recognized as an exemplar of civic engagement for community colleges across the country. The college's wide range of partners within its service region, among institutions locally, nationally and internationally, as well as the college's integration of Service-Learning into its curriculum are examples of institutional priorities and student initiatives. The college needs to continually explore ways to enhance Middlesex Community College's civic engagement both locally and globally.

Related Institutional Initiatives

■ National/International Service-Learning or Community Service Project

Lead Implementer
P. Demaras

Build on Middlesex Community College's commitment to civic engagement by establishing new service-learning or community service opportunities for MCC students on a local, national or international level. Collaborate with partners in the service region, among institutions both locally and internationally, to establish an effective model. Implement the new program on a pilot basis and evaluate and modify as needed.

■ College-Wide Civic Engagement Project

Lead Implementer
P. Edington

Create and implement a plan to recognize civic engagement as an important organizational value and assure its widespread dissemination into the college culture. Survey the scope of current civic engagement activities and community partnerships at MCC, research national best practices, create a Civic Engagement vision statement and design a structure to support its growth and development at the college. Using this structure, identify a college-wide Civic Engagement project with multiple activities around a project theme. Complete the first year's college-wide Civic Engagement project, and identify the same or a new theme for the following year.



Related Performance Indicators: Civic Engagement Locally and Globally

1. By December 2004, develop one new, national service-learning or community service opportunity.
2. By December 2004, develop one new international service-learning or community service opportunity.
3. By May 2006, a minimum of 25 students has completed the requirements of these new service-learning or community service opportunities.
4. Beginning in May 2005, a record of continuous enhancements to the national and international service-learning projects or community service initiatives is compiled and analyzed.
5. By May 2004, the scope of our current civic engagement activities both internally and externally is surveyed and documented.
6. By May 2005, develop a Middlesex Community College Civic Engagement vision statement and an organizational structure to support its implementation.
7. Beginning in December 2005, a college-wide civic engagement project and a series of related activities to be implemented during the next academic year is identified and announced to the college community.
8. By May 2006, a college-wide civic engagement assessment plan is developed and piloted.

Need Statement: Supporting the Arts Linkages

Middlesex Community College has a strong commitment to arts education and to strengthening cultural opportunities. MCC has been very successful in the development of courses and programs in the arts in addition to creating valuable community partnerships through numerous cultural activities. Middlesex Community College needs to further support the arts by developing pathways through which the college's faculty, staff and students can access community resources as well as the rich untapped resources that exist within the college itself.

Related Institutional Initiatives

■ International Folktales Theater Project

**Lead Implementer
P. Edington**

Explore the potential for the establishment of a child-friendly, international folktales theater project that incorporates a multidisciplinary collaboration of faculty, students and community partners. Curriculum development and service-learning connections comprise phase one of the project design. Subsequent phases include public outreach and performances.

■ Multicultural and Global Presence Project

**Lead Implementers
K. Mitchell and M. Sheehy**

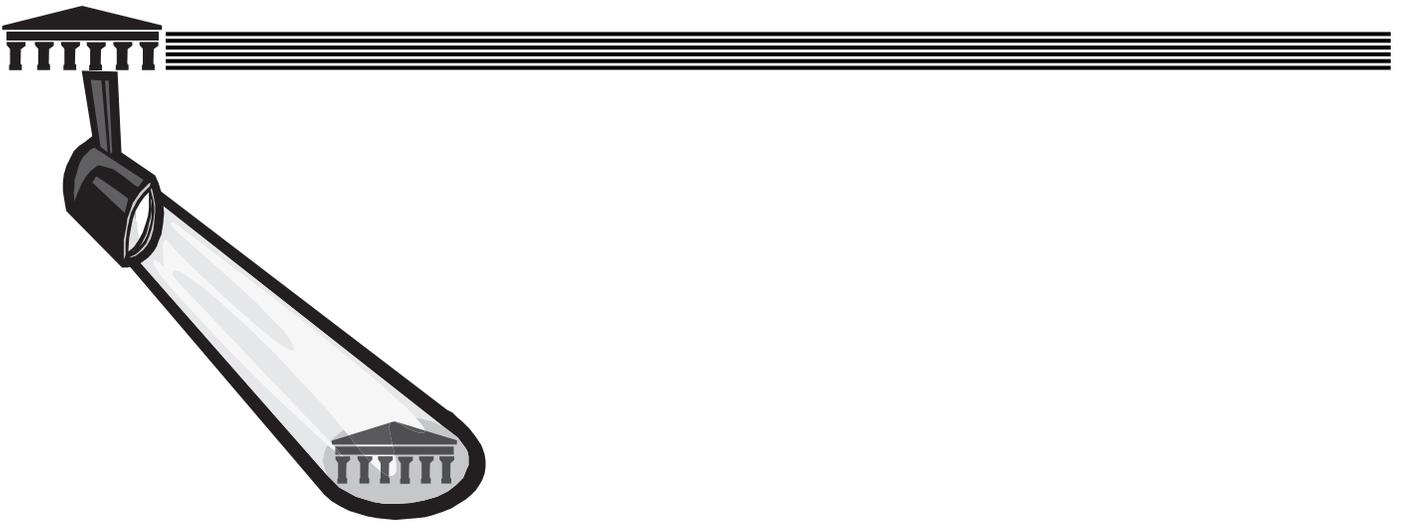
Create and implement a plan to support the area's multicultural arts community and enhance the college community's understanding and appreciation of various cultures through the use of pictures, maps, music, food, flags and film, etc. Create and implement an annual plan to support this project on both campuses.

Related Performance Indicators: Supporting the Arts Linkages

1. By August 2004, a cost-benefit analysis of establishing an International Folktales Theater project is documented and a decision to proceed with the project, or not, is announced.
2. By January 2005, if International Folktales Theater project is approved, an implementation plan with target dates and measurable goals is developed and approved.



3. By May 2006, all International Folktales Theater projects identified goals are achieved and documented within the stated timeframes.
4. By May 2006, an International Folktales Theater project assessment plan is documented and piloted. The use of the assessment plan results to enhance the project is documented annually in subsequent years.
5. By December 2004, a three-year Multicultural and Global Presence Project plan, including budget needs, measurable goals and target dates is completed and approved for implementation.
6. All identified Multicultural and Global Presence Project goals will be achieved and documented within the stated timeframes and budgets.
7. By May 2006, a Multicultural and Global Presence Project assessment plan is developed and piloted. The use of the assessment plan results to enhance the project is documented annually in subsequent years.



Focus On

Supporting Middlesex Community College Employees



Need Statement: Succession Planning

More than 50% of the professional staff and faculty at MCC are over 50 years of age and will retire within the next decade. This dramatic change in organizational staffing, coupled with decreased state funding levels and increased enrollments and community needs, creates a significant institutional challenge. In order to continue to fulfill its mission, the college must work to enhance its capacity to support, retain and hire exceptional faculty and staff. College employees must better reflect the diversity of its student population, have the expertise necessary to excel in the organizational culture and be equipped to provide high quality services for students.

Related Institutional Initiatives

■ **Employees Will Better Reflect the Diversity of our Student Population** **Lead Implementer M. Furlonge**

MCC's workforce currently does not reflect the diversity of its student population. In order to address this, the college will form a representative task force that will (1) collect and document baseline data on the current institutional demographic profile, (2) define the college's goals to attract, hire, support and retain exceptional faculty and staff who reflect the diversity of its student population; and (3) design, implement and assess plans to achieve the defined goals by redirecting current efforts and resources as necessary. Plans could include diversity training for screening committees, tracking the demographics of non-benefited employees and implementing a mentoring program aimed at supporting current employees who have diverse backgrounds.

■ **Maintain the Middlesex Community College Culture** **Lead Implementer C. Young**

MCC is an institution with a unique culture and shared vision due to a common framework of expectations. These expectations include such behaviors, attitudes, and skills/abilities as civility, mutual respect, teamwork, resourcefulness and resilience. As it addresses succession planning, in order to maintain this culture the college must have a workforce that is aware of and sensitive to these expectations. This will be accomplished by (1) identifying institutional expectations of behaviors, attitudes, and skills and abilities that enable employees to thrive and perform at the college; (2) articulating and documenting these expectations during the search process, (3) providing employees with the tools to identify their strengths and weaknesses regarding their ability to meet these expectations, and (4) enhancing professional development opportunities aimed at assisting employees in meeting these expectations.

■ **Better Equip MCC Employees with Skills to Provide High Quality Service to Students** **Lead Implementer D. Orellana**

As MCC's student population grows and changes, faculty and staff must be equipped to appropriately support student needs. The college will conduct a needs assessment to determine how to better equip MCC employees to provide high quality services to students. Issues to be addressed could include how to (1) effectively support students with unique learning needs, emotional issues and learning disabilities; (2) provide guidance and support on addressing sensitive matters such as complex student issues, sexual harassment and personal liability; (3) encourage student independence by providing more information on their rights and responsibilities, (4) address the need for continuously updated material and the designated contact person for further information and training on college programs, and (5) provide comprehensive training for front-line staff.

Related Performance Indicators: Succession Planning

1. By September 2006, the profile of new employees is more reflective of the diversity of its student population, compared to baseline data collected by September 2003.
2. By May 2006, the retention of employees from diverse backgrounds is improved over baseline data collected by May 2004.



3. By September 2005, one year after hire, new full-time and part-time employees will complete an anonymous survey reporting on the strengths and weaknesses of the hiring and orientation process. In addition, the clarity of communication about institutional expectations, and accessibility of professional development opportunities and resources to assist them in achieving these expectations will be reported. The data collected and the ways that they are used to enhance the college-wide hiring and orientation process and scope of professional development activities and resources provided will be documented annually in May.
4. By September 2006, supervisors will anonymously report an increased level of satisfaction with the quality of performance of new full-time and part-time hires and the degree to which they demonstrate an understanding of the MCC organizational culture and institutional expectations. The data will be compared to baseline data collected during the 2004-05 academic year.
5. By September 2006, an increased percentage of new employees will report that they received an accurate description of the MCC organizational culture especially as it relates to institutional expectations of employees, during the hiring and orientation processes. In addition, they had access to the professional development opportunities and resources necessary for them to achieve these expectations over baseline data collected during the 2004-05 academic year.
6. Beginning in December 2003, survey college employees once every three years to identify new or enhanced resources that are needed to support MCC students
 - a. By the mid-point, an analysis of the progress made toward the accomplishments will be conducted and the results distributed.
 - b. By the mid-point, an assessment by all employee groups of the quality and usefulness of the new or expanded resources will be conducted.
7. By June 2004, based on the outcomes of the needs assessment, a Student Support Plan to enhance or expand the resources available to MCC faculty, staff and administrators to provide high quality services to students, including timelines and measurable goals, will be documented.
8. By May 2006, a minimum of 80% of MCC employees rate institutional efforts to provide them with effective resources that enhance their capacity to support students as satisfactory.

Need Statement: Innovative Work Structures and Resources

MCC has a history of high performance expectations for its employees, who have a great record of achievement. To maintain its high standards of excellence and to fulfill the diverse needs of an expanding student population, the college must provide the professional development opportunities, creative structures and support systems necessary to allow its faculty, staff and administrators to thrive despite increasingly difficult-to-manage workloads. MCC must create additional opportunities for meaningful collaboration, encourage a climate of mutual respect and identify and implement new ways for employees to balance their work lives so that MCC remains a rewarding and satisfying place to work.

Related Institutional Initiatives

■ Ongoing Professional Development

Lead Implementer

C. Kaminski

As highlighted in its mission statement, MCC emphasizes and encourages ongoing professional development for faculty, administrators and staff. These opportunities have enabled the MCC community to produce dynamic and exceptional curricula, programs and services to the betterment of our students. To ensure that professional development opportunities remain one of its cornerstones, the college needs to continue to offer a varied menu while seeking comprehensive input on a regular basis. This will be accomplished by (1) increased coordination and collaboration between the Office of Professional and Instructional Development and division and department identified needs, (2) yearly presentations by professional development personnel to every division at MCC to provide an overview of opportunities for faculty and staff and to solicit feedback from the college community, and (3) exploring existing resources within the college for use in professional development activities.



■ Professional and Social Interaction among Employees

**Lead Implementer
C. Kaminski**

MCC must continue to foster a culture of respect and collaboration by providing and creating additional opportunities for professional and social interaction among all college employees beyond those currently offered. This will be accomplished by (1) exploring with managers the possibility of creating and implementing flexible or rotating schedules that would allow all employees the opportunity to attend offerings and activities, (2) promoting and expanding the number of online professional development offerings that can be completed independently of time and place, (3) considering the feasibility and implementation, through governance, of a regularly and flexibly scheduled "activity period" during which College employees would be able to partake in scheduled professional development, recreational and social activities; and (4) using technology to strengthen the sense of community and connection among employees by offering real-time and archived access to recorded College activities and events.

■ Work/Life Balance

**Lead Implementer
G. McPhee**

MCC must be creative in determining and implementing ways to provide employees with an appropriate work/life balance. Accordingly, the college will form a steering committee coordinated by the HR office to review the results of the most recent employee survey(s), provide more clarity and communication on current benefits, determine a mechanism for employees to explore the potential for alternative work arrangements and personal services, and develop a plan and a schedule to achieve that clarity in communication about benefits and the exploration of work schedule and personal service options.

Related Performance Indicators: Innovative Work Structures and Resources

1. By May of each year, a minimum of one department or division oriented information session, where existing professional development opportunities and options customized for the area are introduced, will be provided annually to each college division. The customized options offered to each area and the number of college employees who participate will be documented.
2. By May 2006, a minimum of 80% of support staff at MCC will have participated in a college sponsored professional development opportunity designed around their professional development needs, and a minimum of two professional development opportunities will be designed and provided to support staff annually.
3. By May each year, a minimum of two existing college resources are identified and utilized within a professional development opportunity.
4. By May 2006, data compiled from evaluations of professional development activities document that a majority of participants describe the content as useful to them in enhancing the quality of their work at MCC.
5. By May 2004, create and document a feasibility study of a college-wide activity period; after review by the college-wide community, assess feasibility of implementation.
6. By May 2006, increase the level of employee satisfaction with the accessibility of college activities and events of interest to them over baseline levels.
7. By May 2006, a minimum of 100 college employees will have participated in online professional development opportunities.
8. By May of each year, a minimum of two real-time, distance activities or events will be provided to a minimum of 50 college employees.
9. By May of 2005, the college archive of recorded professional development events will be expanded by a minimum of five recordings. A minimum of 25 college employees will utilize these resources annually.
10. By May 2006, employees demonstrate increased knowledge of the range of benefits offered by the college and increased satisfaction in the clarity and communication provided by the HR office about specific benefits over



documented baseline levels.

11. By May 2005, based on a cost-benefit analysis, a recommendation will be made to the President concerning the feasibility of providing alternate work schedules and a specified menu of personal services to MCC employees. If feasible, an implementation plan including timelines, measurable goals and outcome measures will be made.



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- Dr. Lois Alves, Vice President for Enrollment Services, Research and Planning, Chair
- Barbara Anderson, Staff Assistant, Student Development
- Clea Andreadis, Professor of Criminal Justice
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- Mary Anne Dean, Associate Dean, Resource Development
- Caryl Dundorf, Dean of Professional and Instructional Development
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- Aaron Moyer, Professor of English
- Darcy Orellana, Associate Dean for Admissions and Recruitment
- Joseph Patuto, Director, Academic Technology
- David Ritchie, Instructor, Criminal Justice
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- Dr. Barry Werner, Division Dean, Computer Engineering and Technologies

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