



Mount Wachusett
Community College



NECHE 2022

Decennial Self-Study

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Institutional Characteristics Form

Revised September 2009

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

Date: **August 31, 2022**

1. Corporate name of institution: **Mount Wachusett Community College**
2. Date institution was chartered or authorized: **November 1963**
3. Date institution enrolled first students in degree programs: **September 1964**
4. Date institution awarded first degrees: **June 1966**
5. Type of control:

Public

- ☒ State
- ☐ City
- ☐ Other: (Specify) _____

Private

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

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **Massachusetts General Laws, Chapter 15A, Massachusetts Board of Higher Education: AA & AS**
7. Level of postsecondary offering (check all that apply)

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other: (Specify) _____

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

- a. Undergraduate **15** credit hours
- b. Graduate ____ credit hours
- c. Professional ____ credit hours

11. Student population:

a. Degree-seeking students:

Fall 2021	Undergraduate	Graduate	Total
Full-time student headcount	808		808
Part-time student headcount	1871		1871
FTE	1604.5		1604.5

b. Number of students (headcount) in **non-credit**, short-term courses: **1,361 MWCC Custom Headcount**
and FTE students in credit courses, but non-matriculated: Headcount 477 FTE 210.9

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

Program	Agency	Accredited Since	Last Reviewed	Next Review
Automotive Technology	National ASE Certification from the National Automotive Technicians Education Foundation (NATEF)	1997	ASE 2021	2022-2026
Dental Assisting	Commission on Dental Accreditation (CODA)	2011	2021	2027-2028
Dental Hygiene	Commission on Dental Accreditation (CODA)	2007	2021	2027-2028
Medical Assistant	Commission on Accreditation of Allied Health Programs (CAAHEP)	1997	2015	2025
Medial Laboratory Technology			2014 (inactive)	
Nursing	Accreditation Commission for Education in Nursing: ACEN	ADN: 1977 PN: 2009	ADN:2022 PN: 2022	ADN:2029-30 PN: 2029-30
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	1996	2012-2013	2022-2023
Paramedic	Issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). This letter is NOT a CAAHEP accreditation status.			2023-2024

Program	Agency	Accredited Since	Last Reviewed	Next Review
Veterinary Technology	American Veterinary Medical Association (AVMA)	September 2019		2024

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

FY 2022	Full degree	50%-99%	FTE
A. In-state Locations			
Dental Program at Fitchburg Campus, 275 Nichols Road, Fitchburg, MA 01420		Dental Hygiene & Dental Assisting	27.1
Devens Campus, One Jackson Place, 27 Jackson Road, Devens, MA 01439	No		n/a
Leominster Campus, 110 Erdman Way, Leominster, MA 01453	To be determined		47.7
Dept of Corrections - MCI Shirley Massachusetts Correctional Institute 1 Harvard Rd. Shirley, MA 01464	Business Administration Certificate		12.8
Dept of Corrections - North Central Correctional Institute 500 Colony Rd. Gardner, MA 01440	Business Administration Certificate		13.9
Automotive Location - 42 Linus Allain Avenue Gardner MA 01440	Automotive Technology Certificate	Automotive Technology Degree	22.0
Off-Site	No		61.1
B. Out-of-state Locations	n/a		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
n/a		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FY 2022 FTE
Accounting/Bookkeeping	Certificate	50% +	5.2
Administrative Assistant (Office Assistant)	Certificate	50% +	0.1
Business Administration - Accounting Concentration	Associate	50% +	14.3
Business Administration Career	Associate	50% +	24.2
Business Administration Certificate	Certificate	50% +	21.5
Business Administration Transfer	Associate	50% +	43.5
Civic Engagement & Community Leadership Track	Associate	50% +	0.2
Computer Information Systems	Associate	50% +	16.3
Computer Information Systems Transfer	Associate	50% +	7.1
Cyber Security Certificate	Certificate	50% +	2.0
Fire Science	Associate	50% +	10.1
Global Studies	Certificate	50% +	0.6
History: Political Science Track	Associate	50% +	10.0
Human Service Technician	Certificate	50% +	3.3
Human Services Degree	Associate	50% +	38.9
IDS Interdisciplinary Studies	Associate	50% +	30.0
IT Support Specialist	Certificate	50% +	1.0
Legal Studies	Associate	50% +	9.5
Liberal Arts and Sciences	Associate	50% +	62.6
Nonprofit Management	Associate	50% +	0.3
Paralegal Certificate	Certificate	50% +	4.3
Pre-Law Track	Associate	50% +	2.2
Professional Writing Track	Associate	50% +	7.2
Public Relations Certificate	Certificate	50% +	0.7
Software Support Certificate	Certificate	50% +	0.1

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

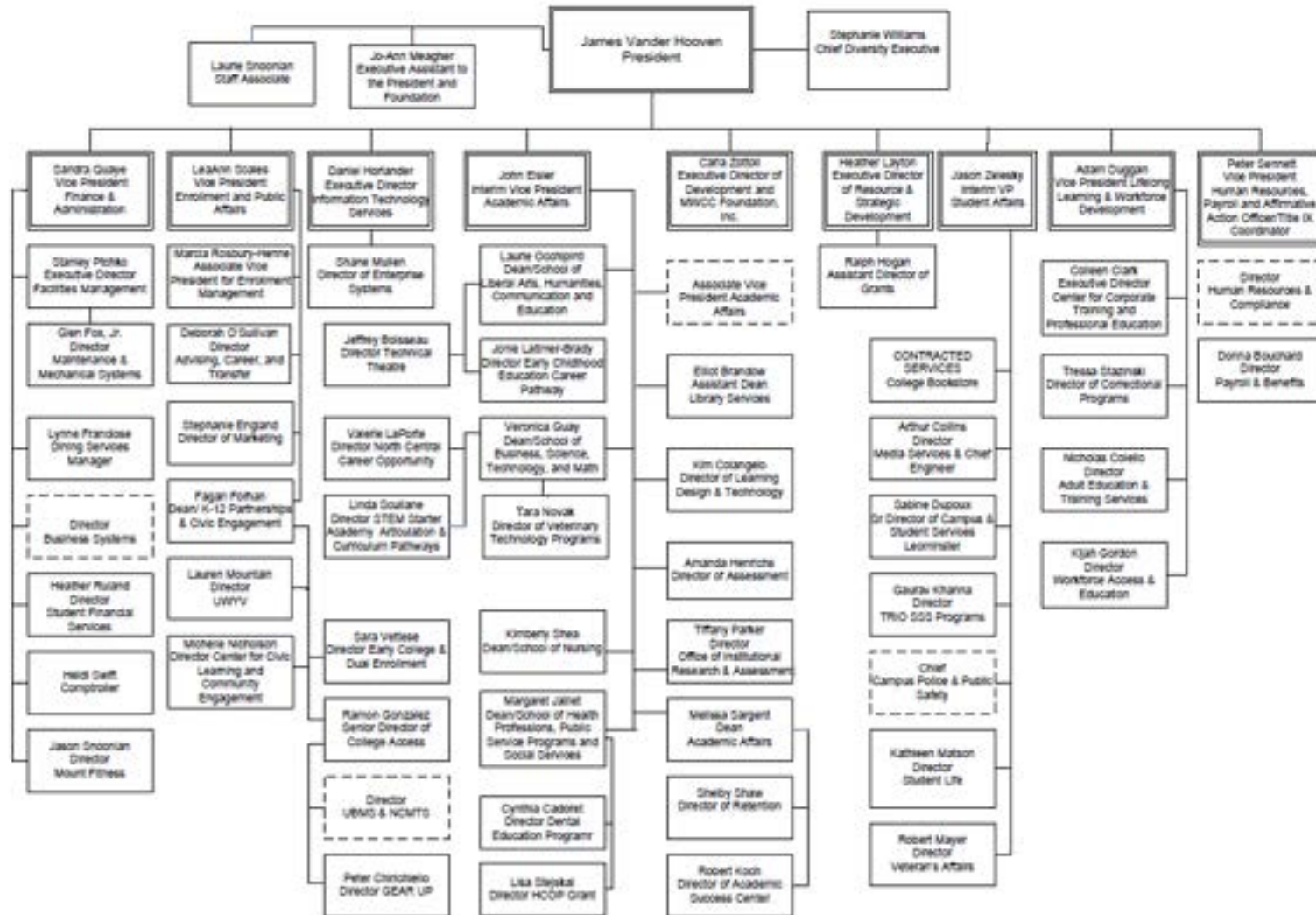
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Robert Antonioni	Chairperson	2017
President/CEO	Dr. James Vander Hooven	President	2017
Chief Academic Officer	Dr. John Eisler	Interim Vice President of Academic Affairs	2021
Deans of Schools and Colleges			
	Veronica Guay	Dean, School of Business, Science, Technology & Math	2020
	Dr. Margaret Jaillet	Dean, School of Health Professions, Public Service Programs & Social Sciences	2019
	Dr. Laurie Occhipinti	Dean of School of Liberal Arts, Education, Humanities and Communications	2016
	Dr. Kim Shea	Dean, School of Nursing	2021
	Melissa (Missi) Sargent	Dean of Academic Affairs	2021
Chief Financial Officer	Sandra Quaye	Vice President, Finance and Administration	2021
Chief Student Services Officer	Jason Zelesky	Interim Vice President of Student Affairs	2021
Planning	Heather Layton	Executive Director of Resource & Strategic Initiative Development	2021
Institutional Research	Tiffany Parker	Director of Institutional Research & Assessment	2016
Assessment	Dr. Amanda Henrichs	Director of Assessment	2022
Development	Carla Zottoli	Executive Director of Development & MWCC Foundation, Inc.	2013
Library	Elliot Brandow	Assistant Dean of Library Services	2022
Chief Information Officer	Dan Horlander	Executive Director, Information Technology Services	2019
Continuing Education	Dr. Adam Duggan	Vice President Lifelong Learning & Workforce Development	2021
Grants/Research	Heather Layton	Executive Director of Resource & Strategic Initiative Development	2022
Admissions	Marcia Rosbury-Henne	Dean of Enrollment Management and Admissions	2015
Registrar	Megan Warfield	Registrar	2021
Financial Aid	Heather Ruland	Director Student Financial Services	2021
Public Relations	Lea Ann Scales	Vice President, Enrollment & Public Affairs	2018
Alumni Association	Carla Zottoli	Executive Director of Development & MWCC Foundation, Inc.	2013
Human Resources & Affirmative Action	Peter Sennett	Vice President of Human Resources & Affirmative Action	2018

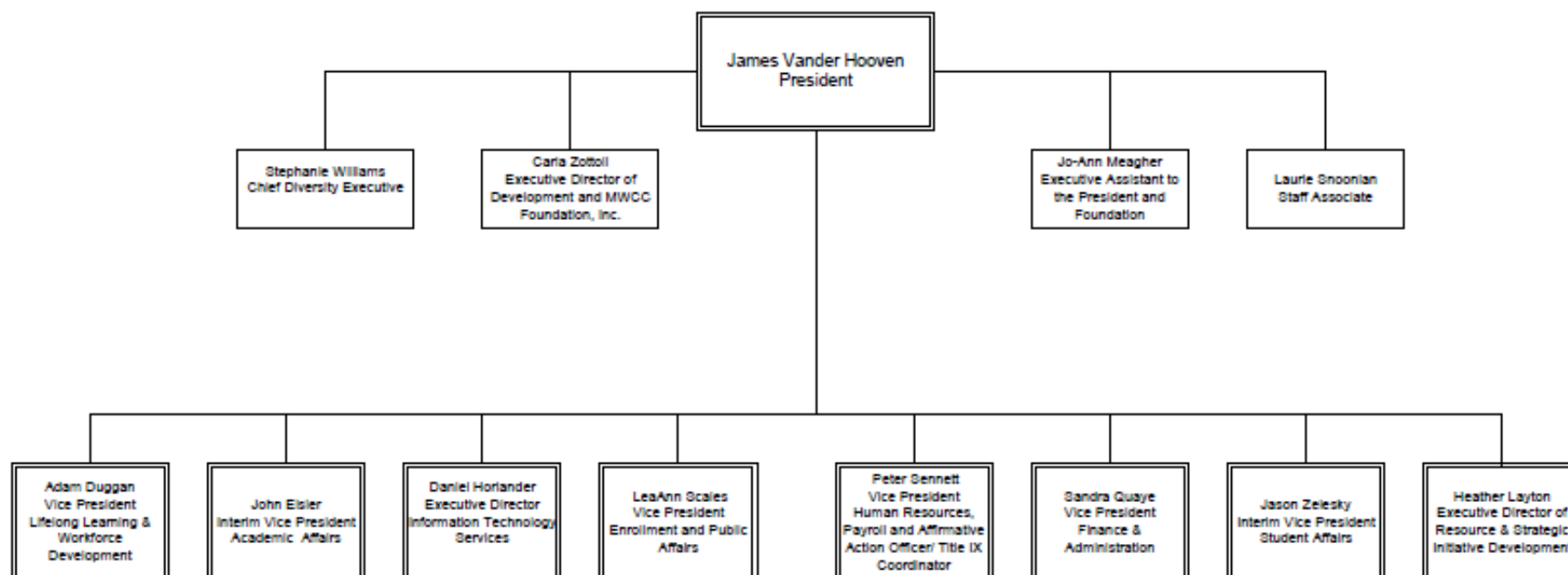
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:
- November 1963 The Massachusetts Board of Regional Community College approves Gardner as the site for a community college.
 - December 1963 Temporary executive office space is established at Gardner City Hall. The Board approves the curricula: Business Administration, Liberal Arts, Business Technology, Engineering Technology, Executive Secretarial and General Studies.
 - September 1964 The college welcomes 235 students to classes at the National Guard Armory.
 - December 1968 MWCC receives full accreditation from the New England Association of Schools and Colleges, Inc.
 - September 1974 MWCC opens new campus with 1,300 day and 700 evening students.
 - January 1976 The Fine Arts Center is opened.
 - December 1977 The Physical Education complex and playing fields are completed.
 - June 1987 First college President Arthur Haley retires.
 - August 1987 President Daniel M. Asquino is appointed the college's second president.
 - October 1992 The college receives continued accreditation until 2002.
 - Fall 1995 The new community Fitness and Wellness Center opens in partnership with Heywood Hospital and the Gardner Visiting Nursing Association.
 - Spring 1996 Leominster Campus and Corporate Training Center opens.
 - September 2002 MWCC receives continued accreditation until 2012.
 - June 2004 The college opens the Wetmore Center for Technology.
 - July 2007 The college creates Division of Access and Transition.
 - January 2008 The college opens its new Devens campus location.
 - January 2012 The college establish the college's Center for Civic Learning and Community Engagement.
 - September 2016 Dr. Daniel Asquino Science Center opens.
 - March 2017 James Vander Hooven becomes President of MWCC.
 - September 2017 Bemis Student Center opened.
 - COVID-19 pandemic leads to college operating mostly remote and online
 - August 2020 The college opens a new Automotive Technology location at Linus Allain Ave. in Gardner.
 - May 2022 The MWCC Foundation purchases the Linus Allain Ave. building in Gardner.
 - June 2022 The Leominster location is closed for summer and fall 2022 for renovations.

College Organizational Charts

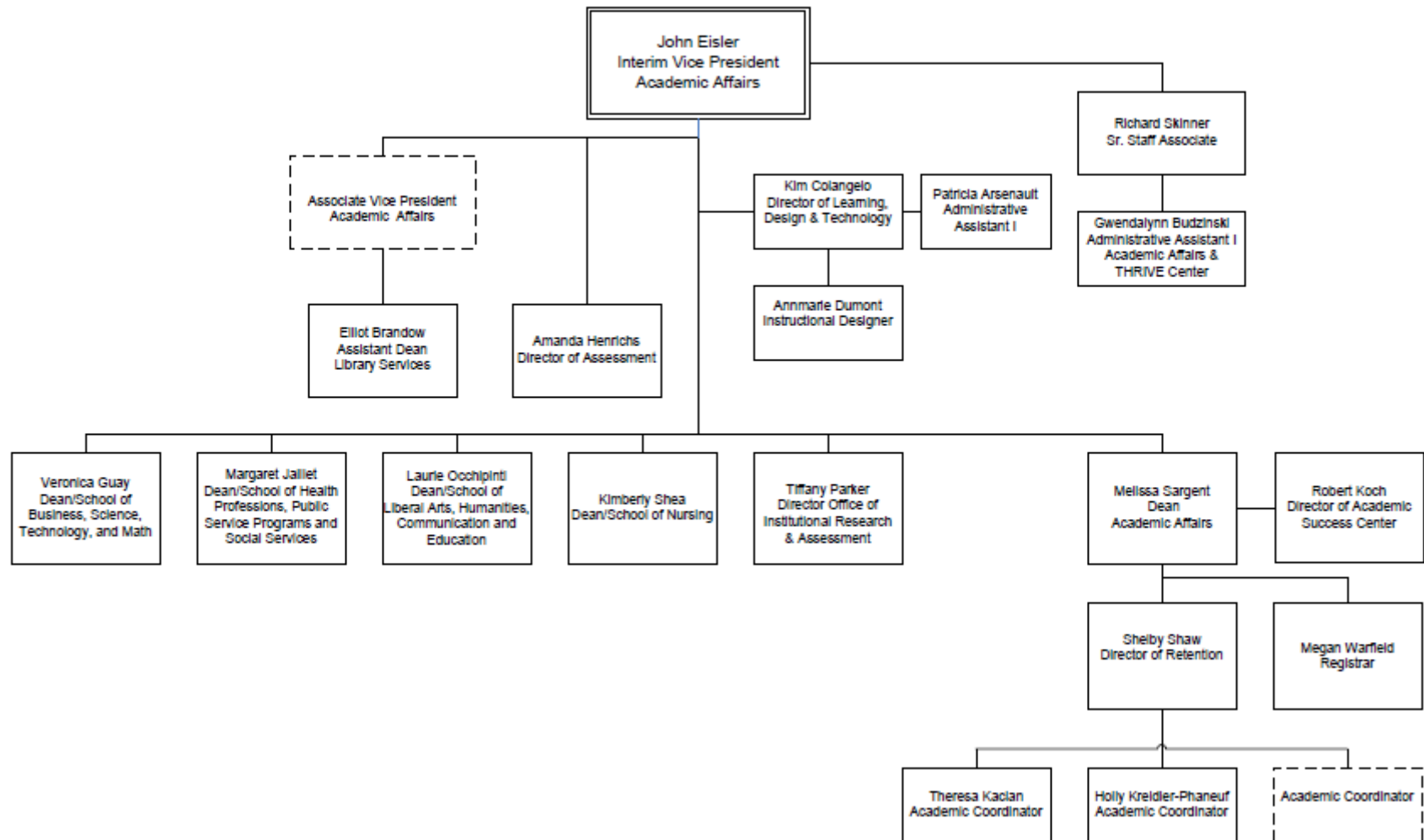
Organizational Structure (Director level & above)



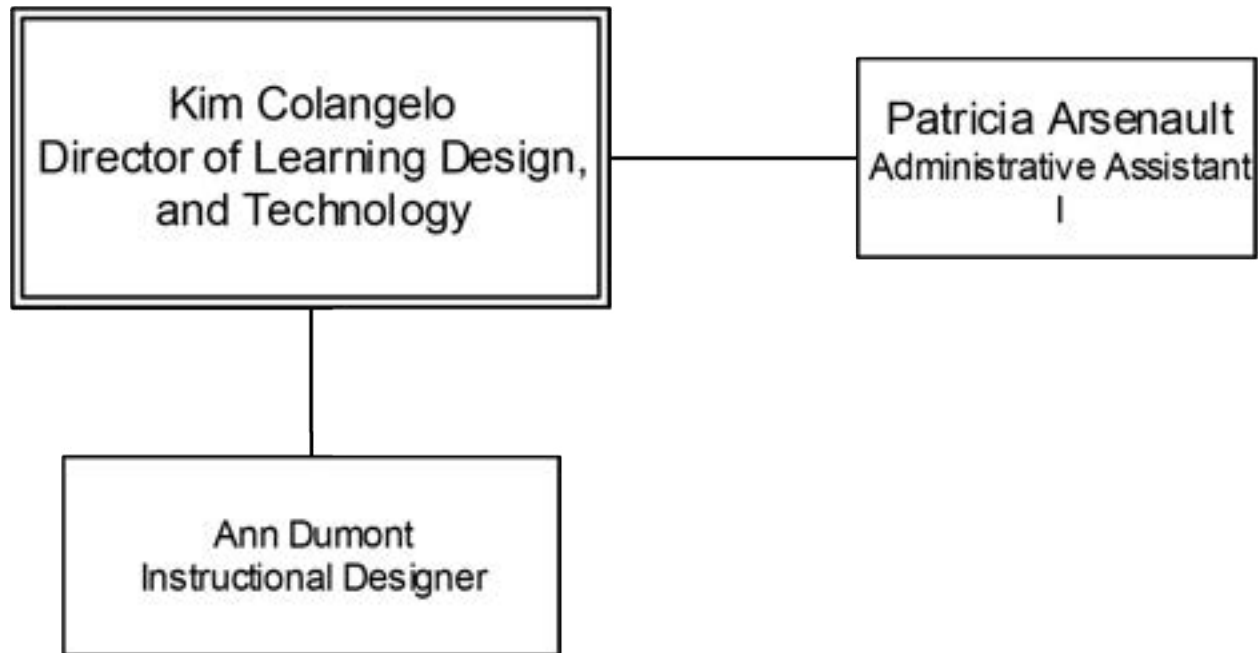
Administration President



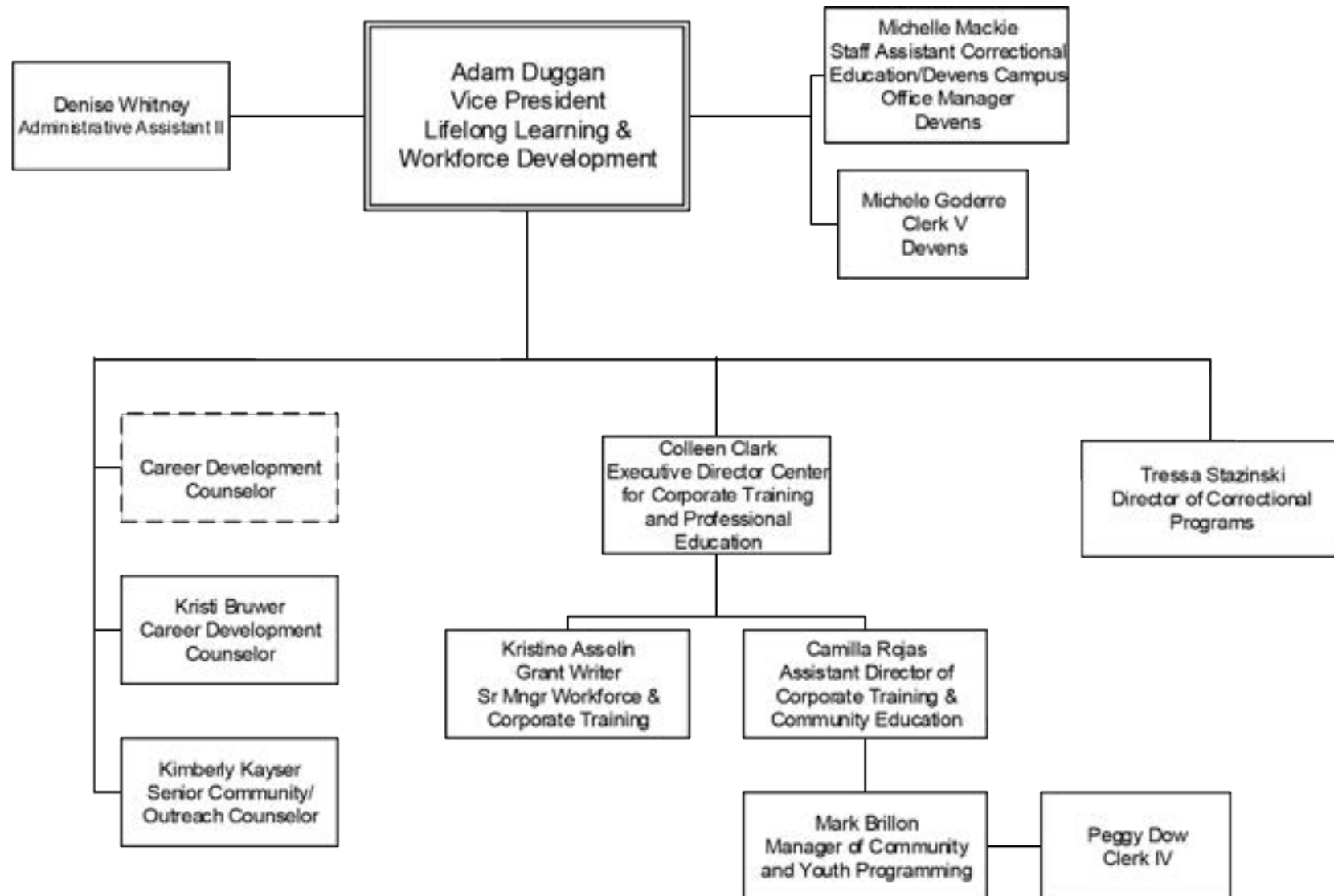
Academic Affairs



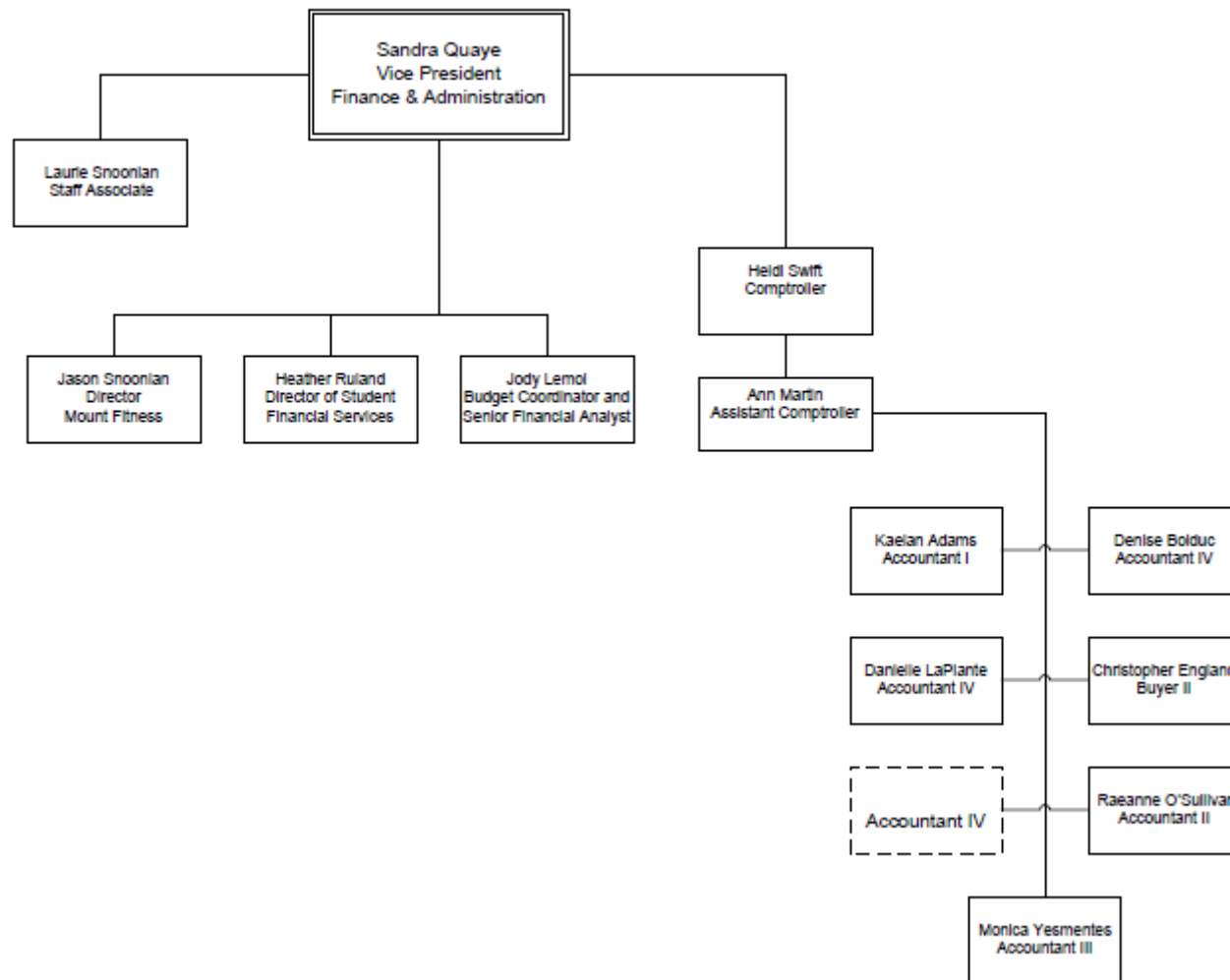
Learning Design & Technology



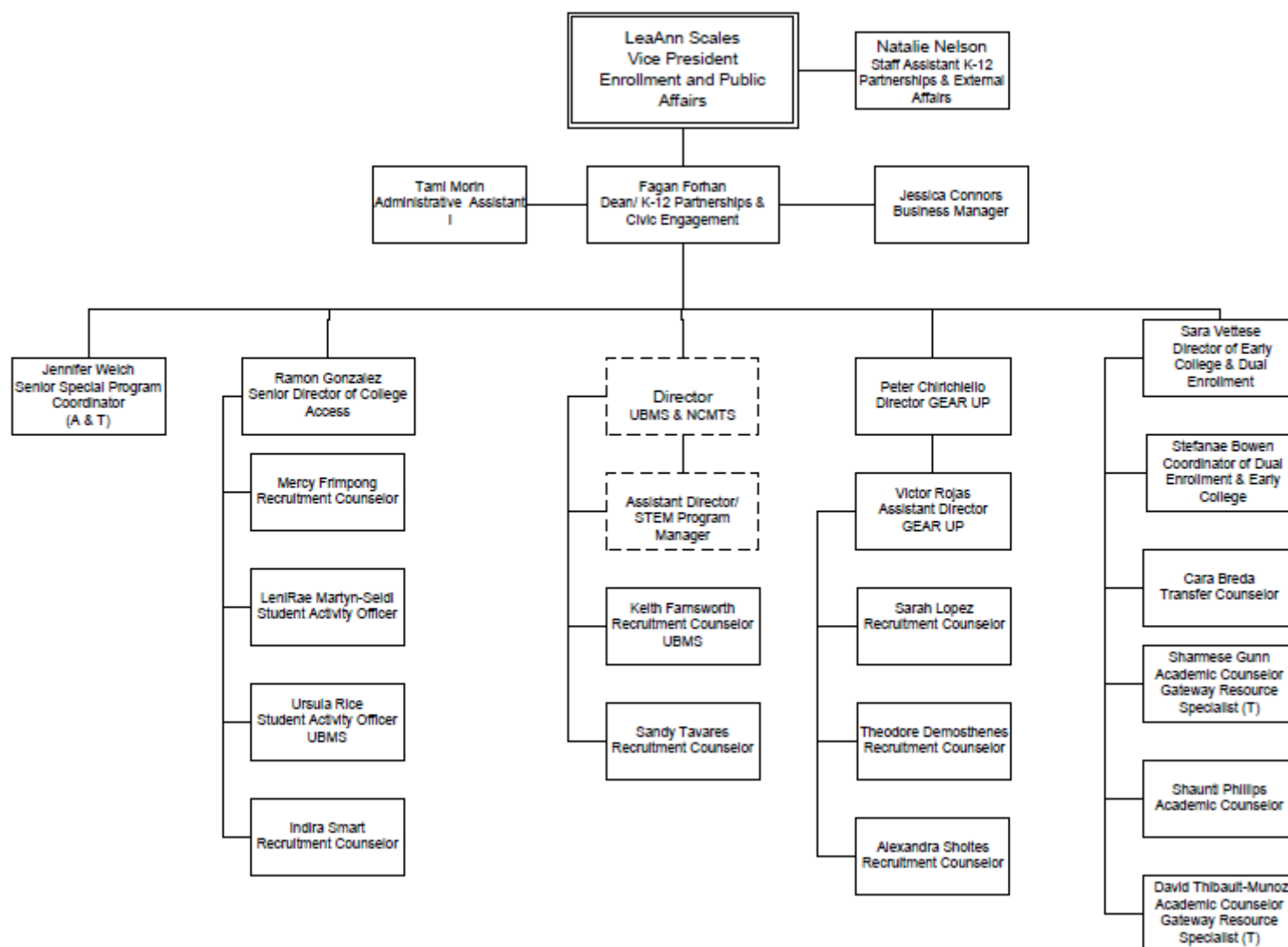
Lifelong Learning & Workforce Development



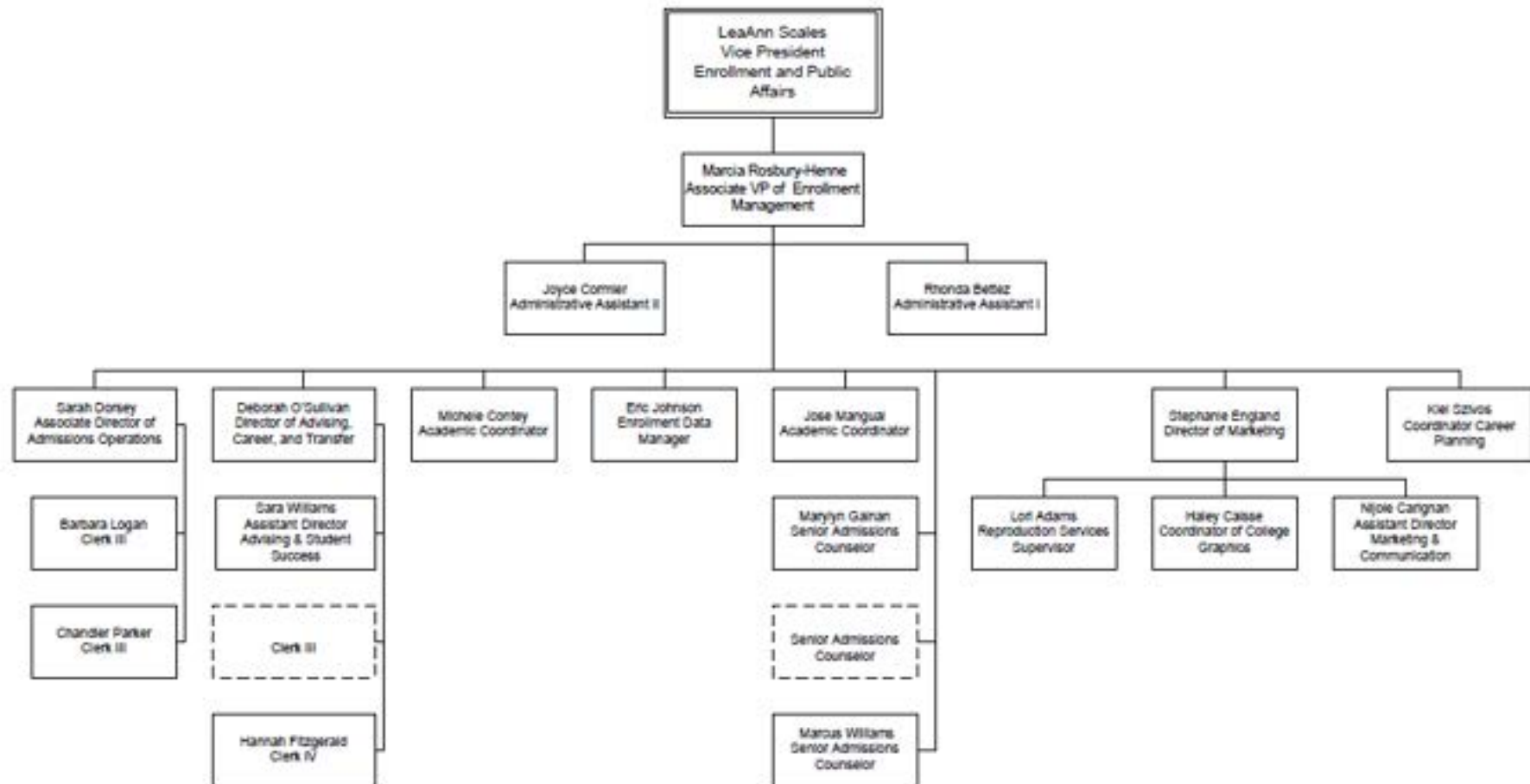
Finance & Administration



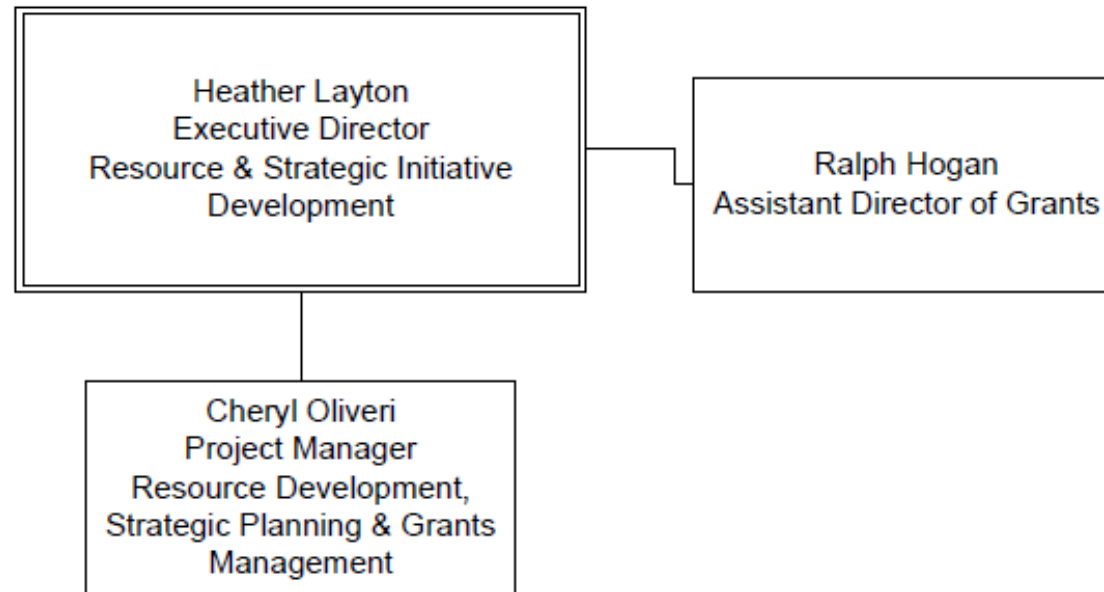
Access & Transition, External and Public Affairs Vice President



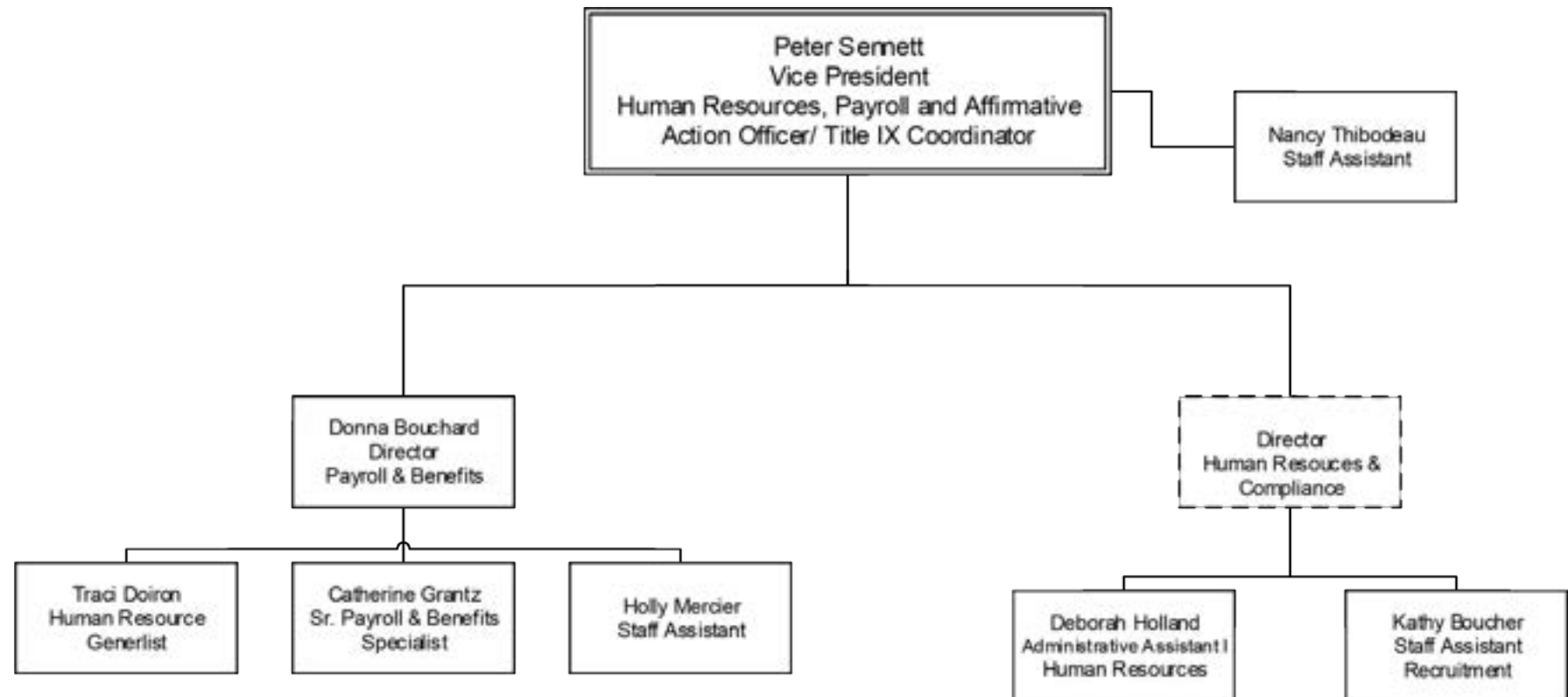
Enrollment Management Services



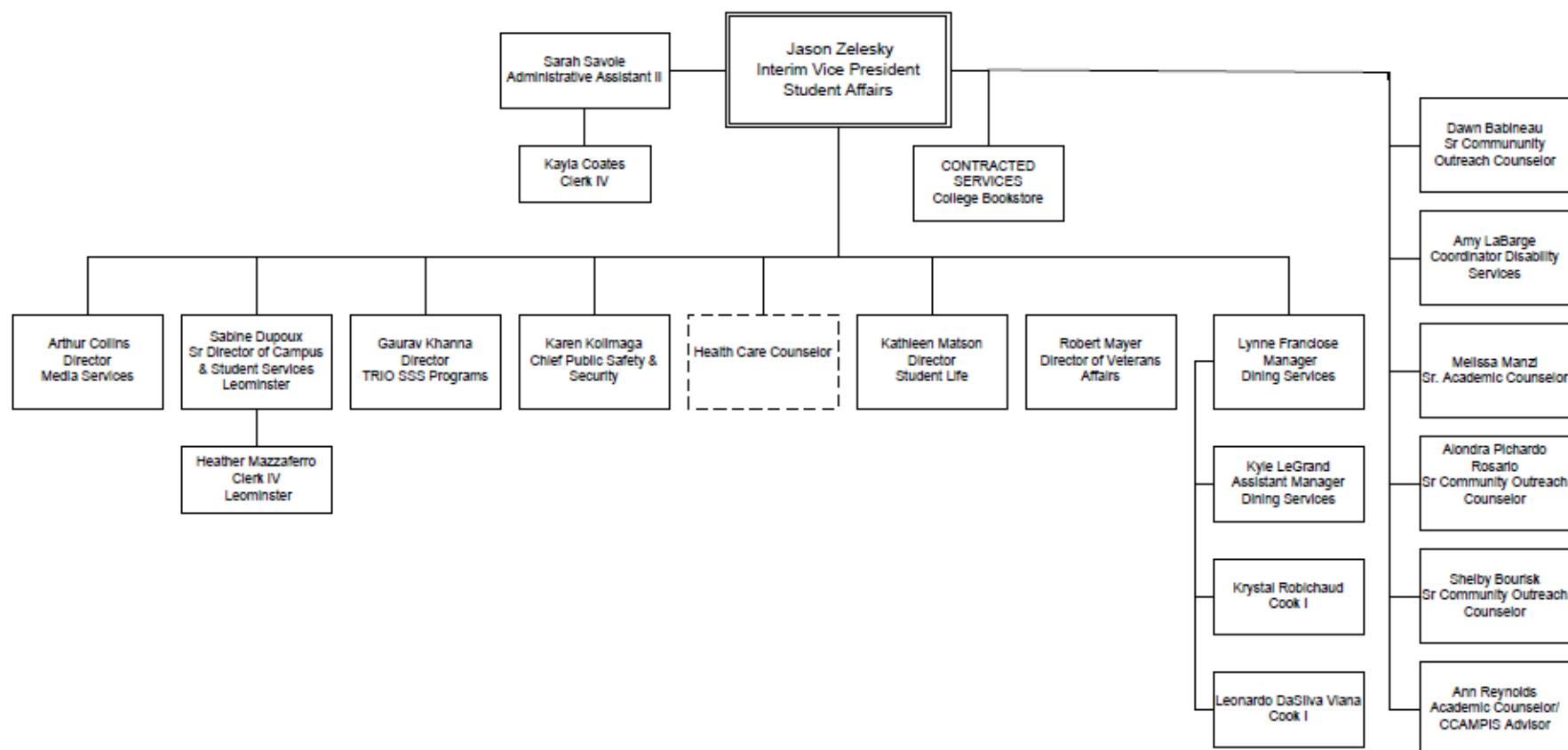
Resource & Strategic Initiative Development



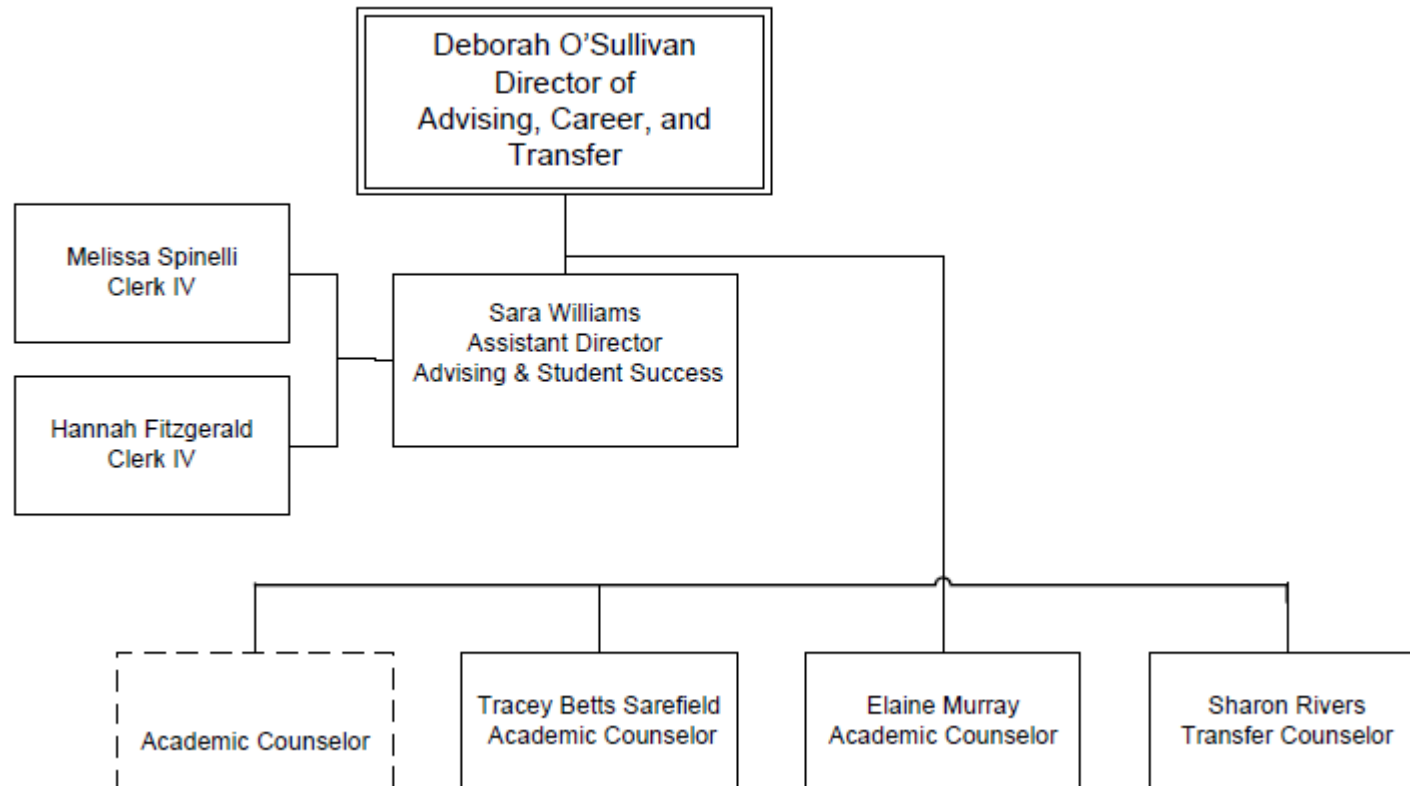
Human Resources & Affirmative Action



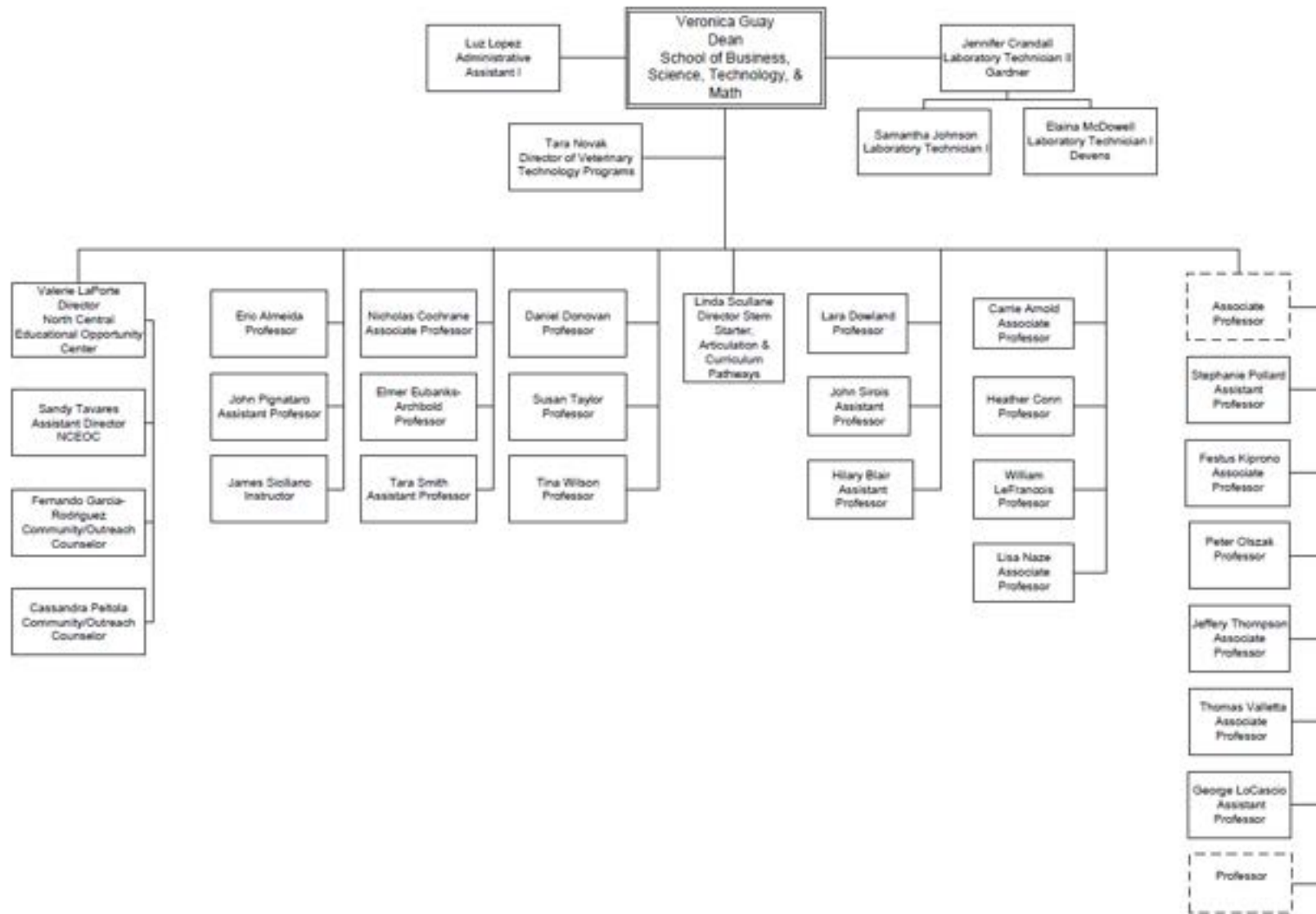
Student Support Services Student Affairs/Student Life



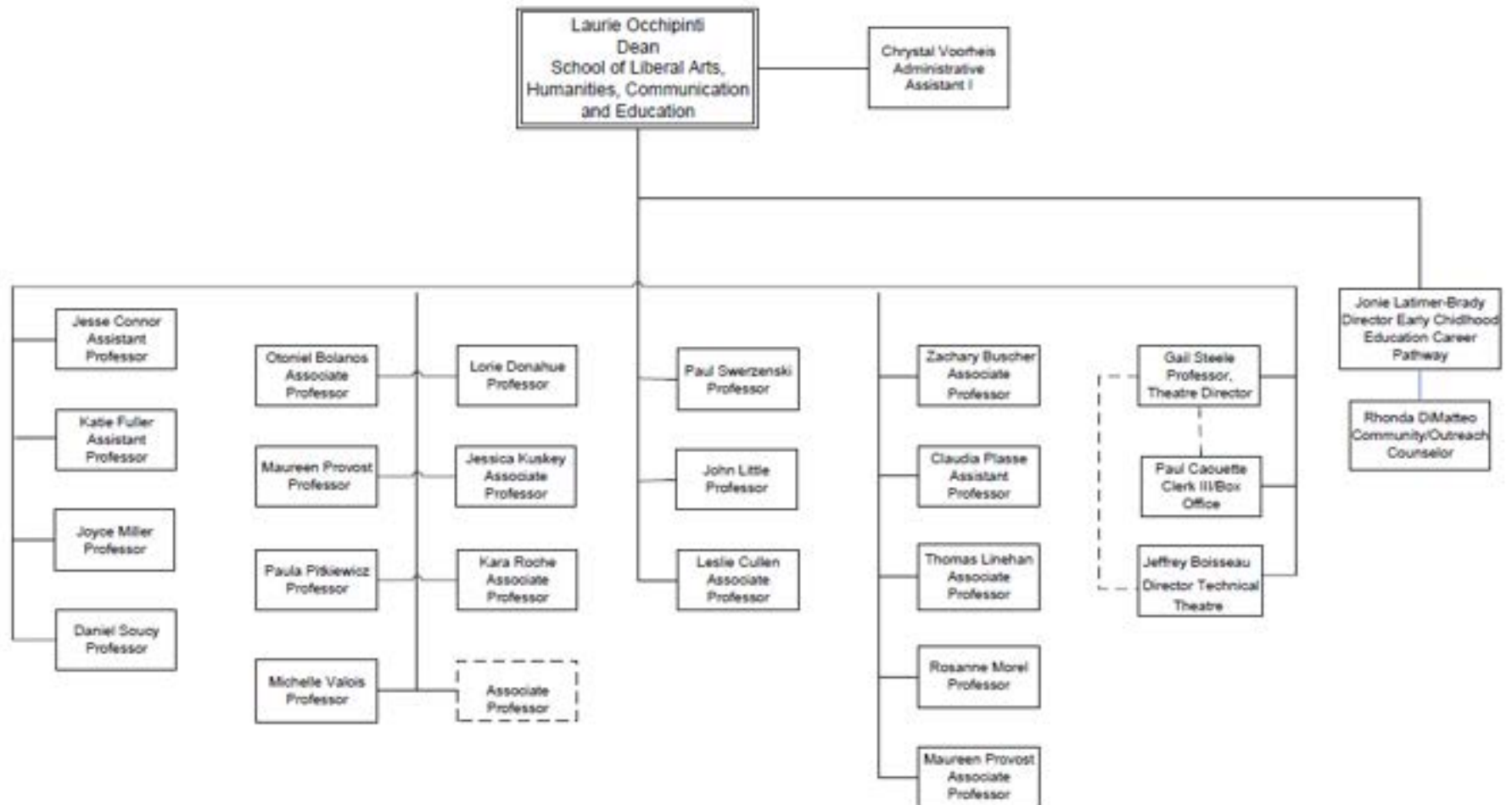
Advising, Career, & Transfer



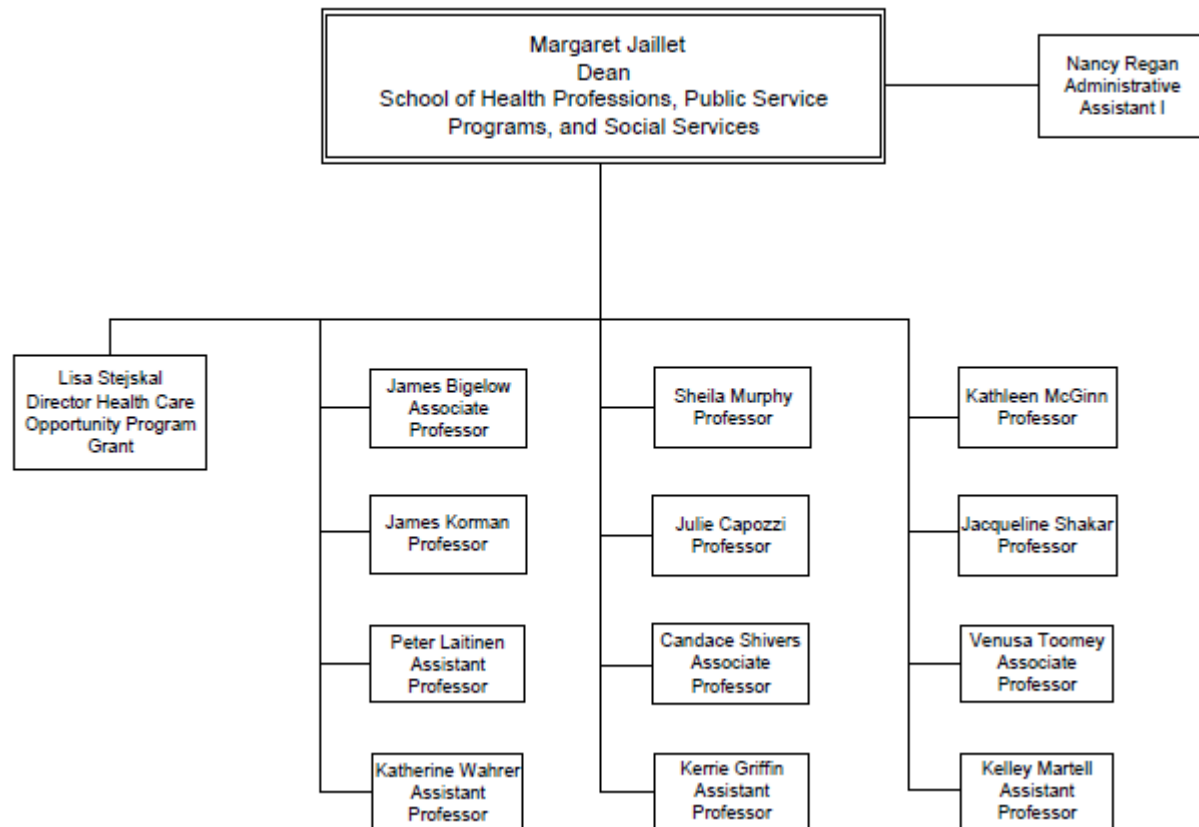
School of Business, Science, Technology & Math



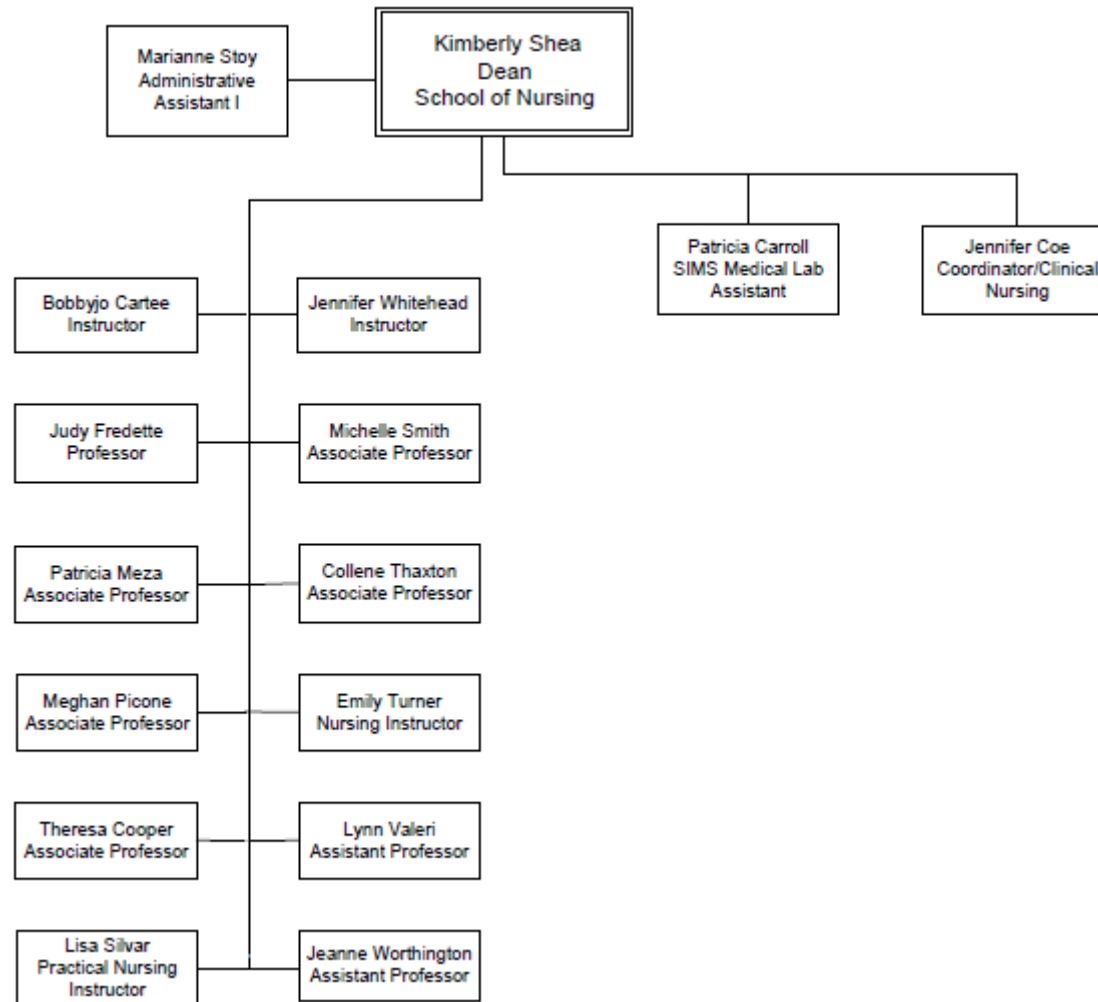
School of Liberal Arts, Humanities, Communication & Education



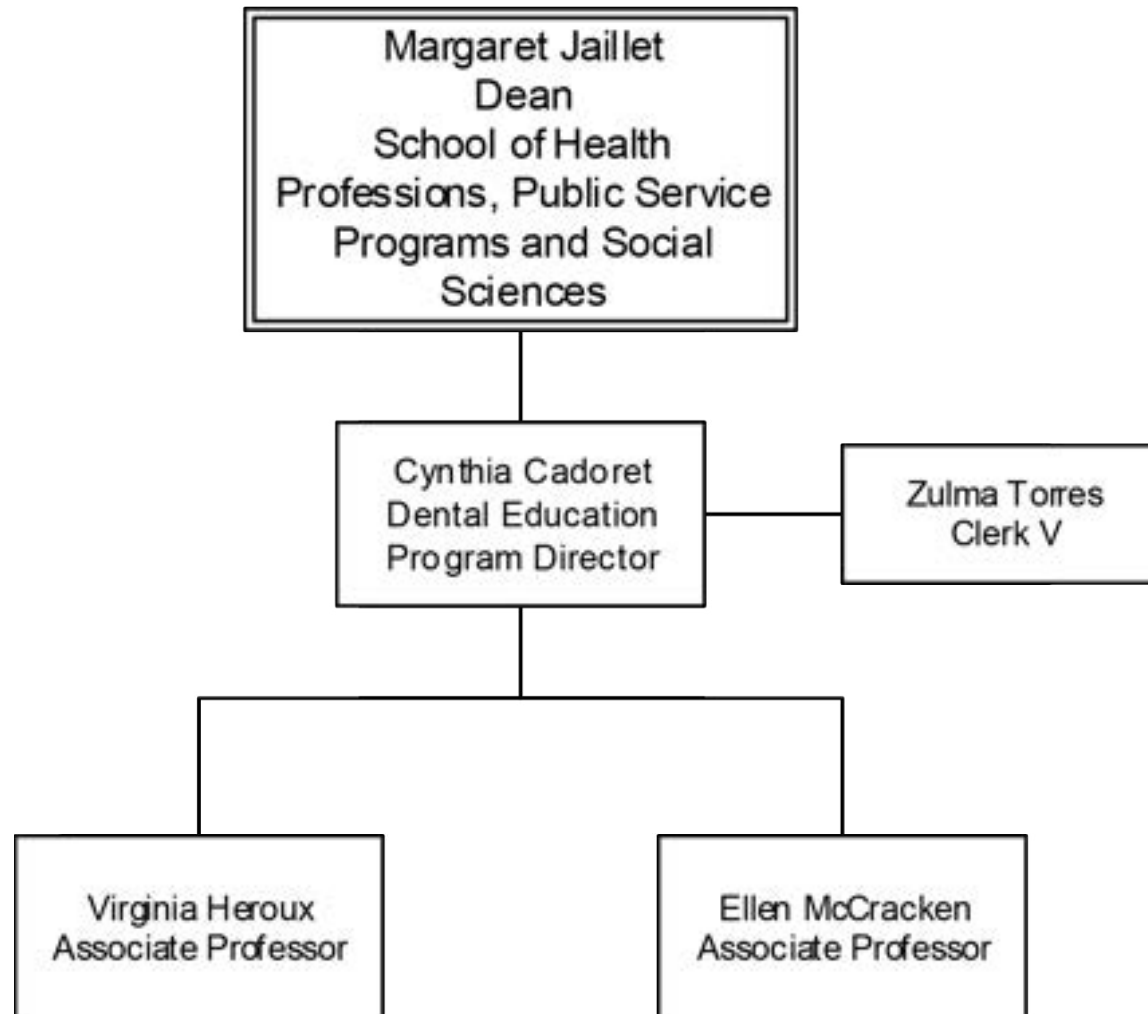
School of Health Professions, Public Service Programs & Social Services



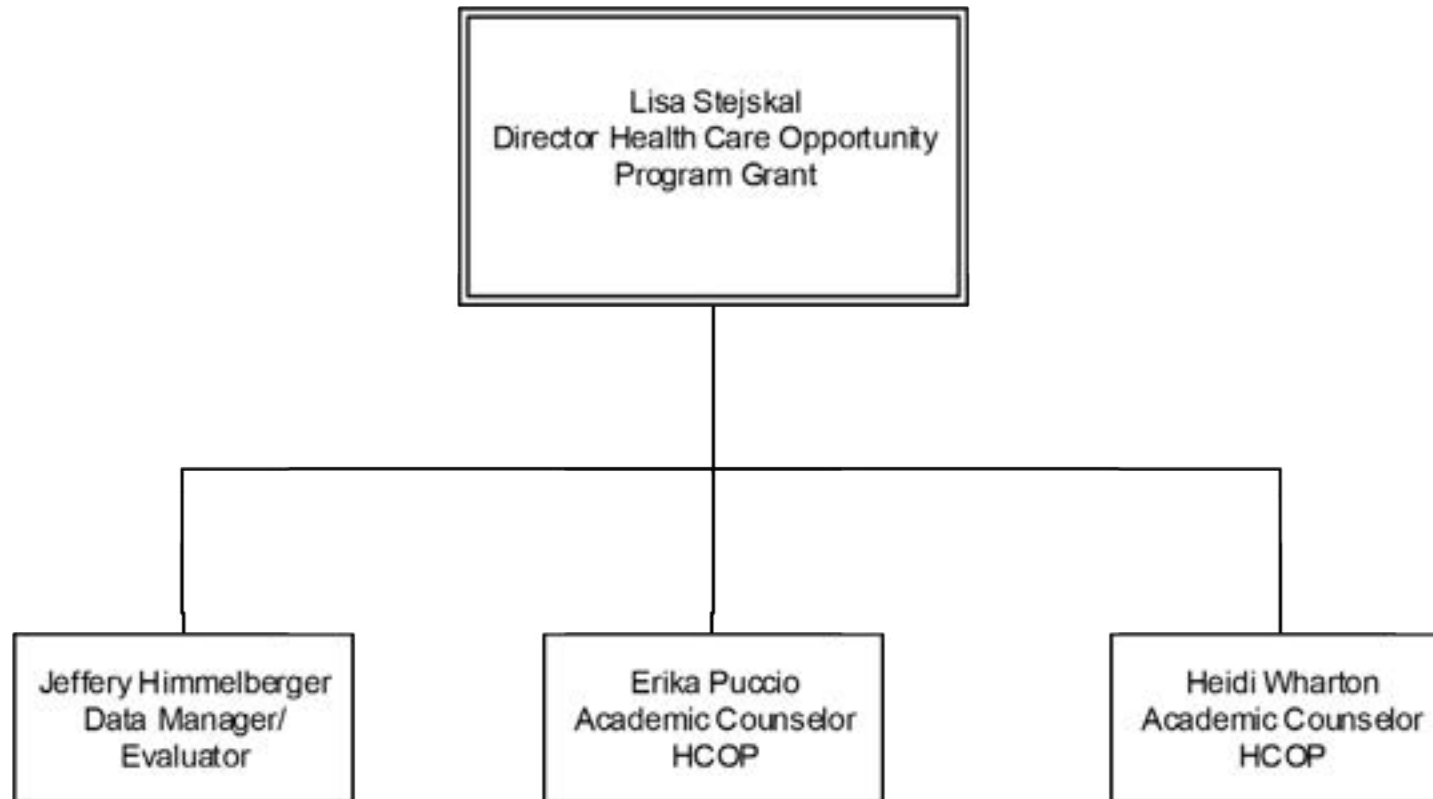
School of Nursing



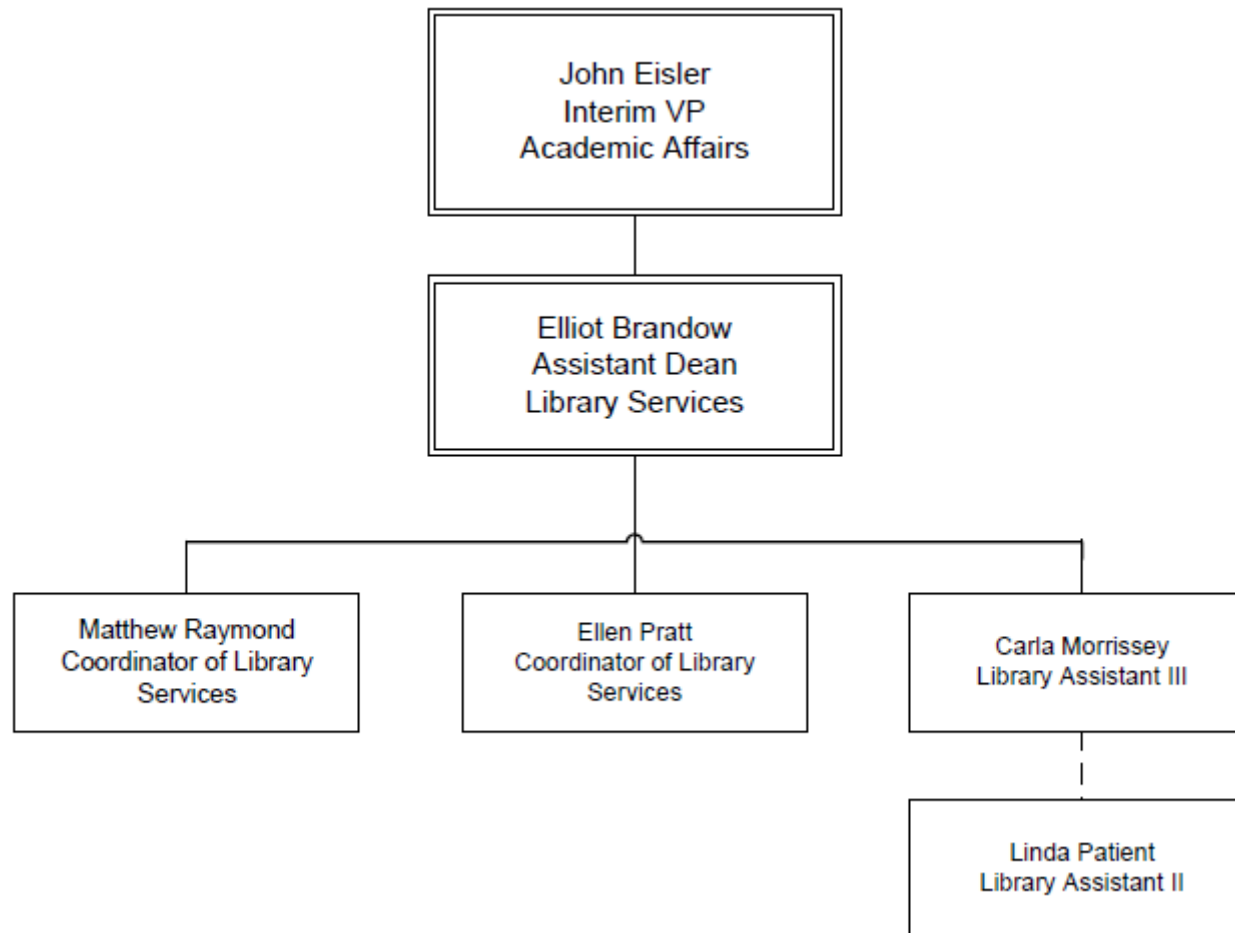
Dental Education Program Fitchburg Campus



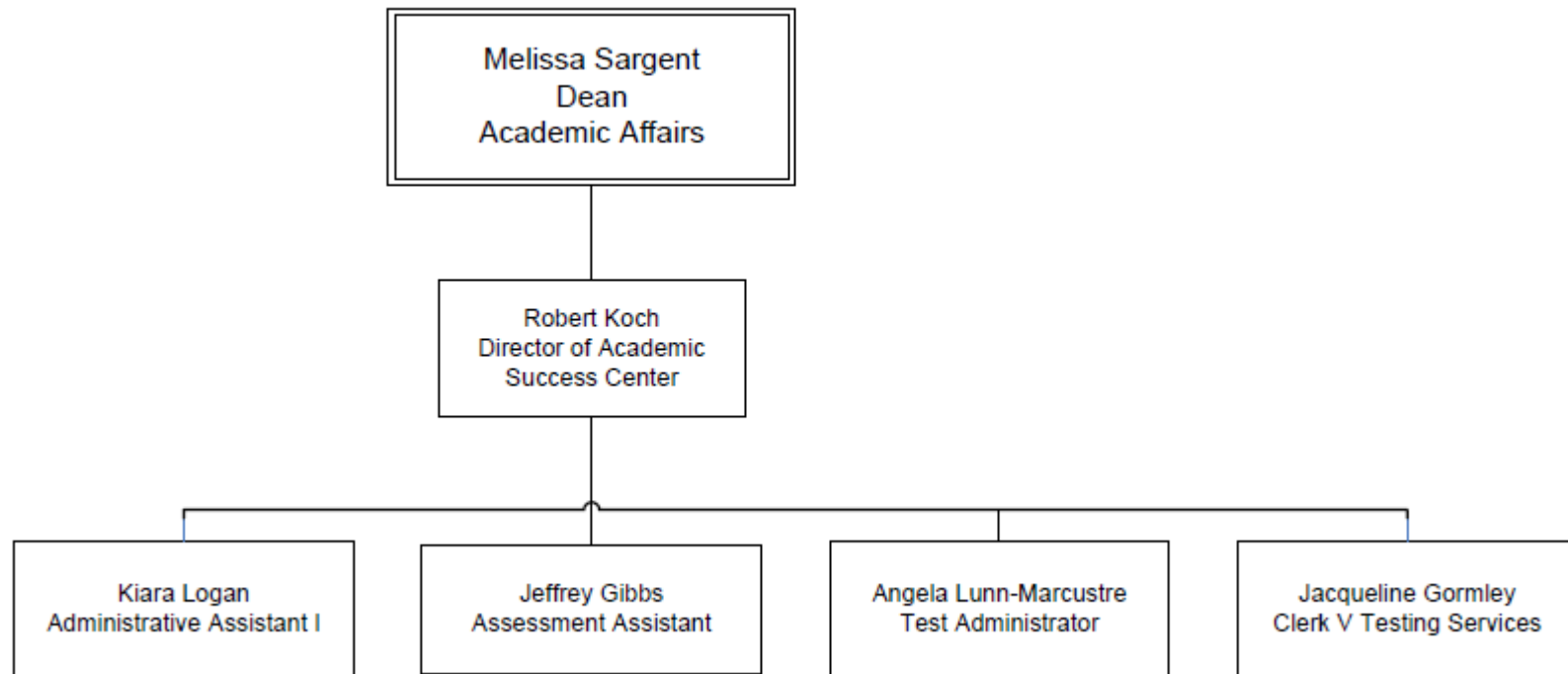
Health Career Opportunity Program



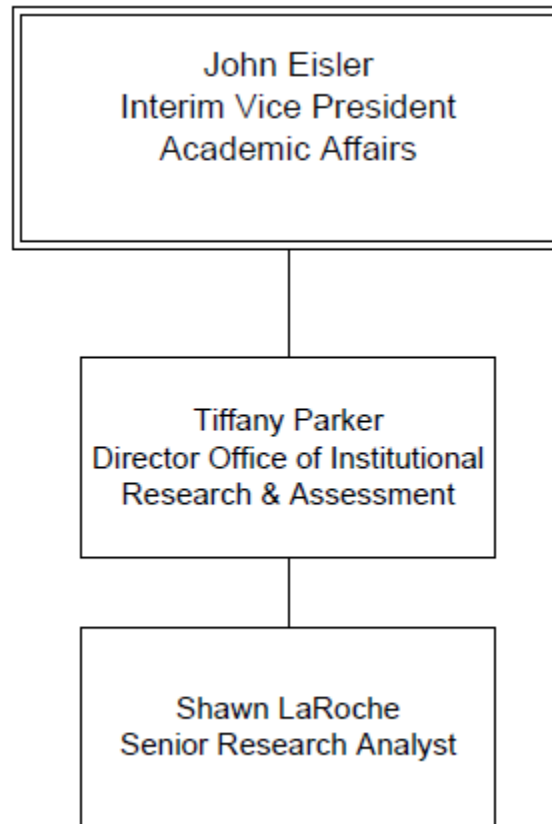
Library



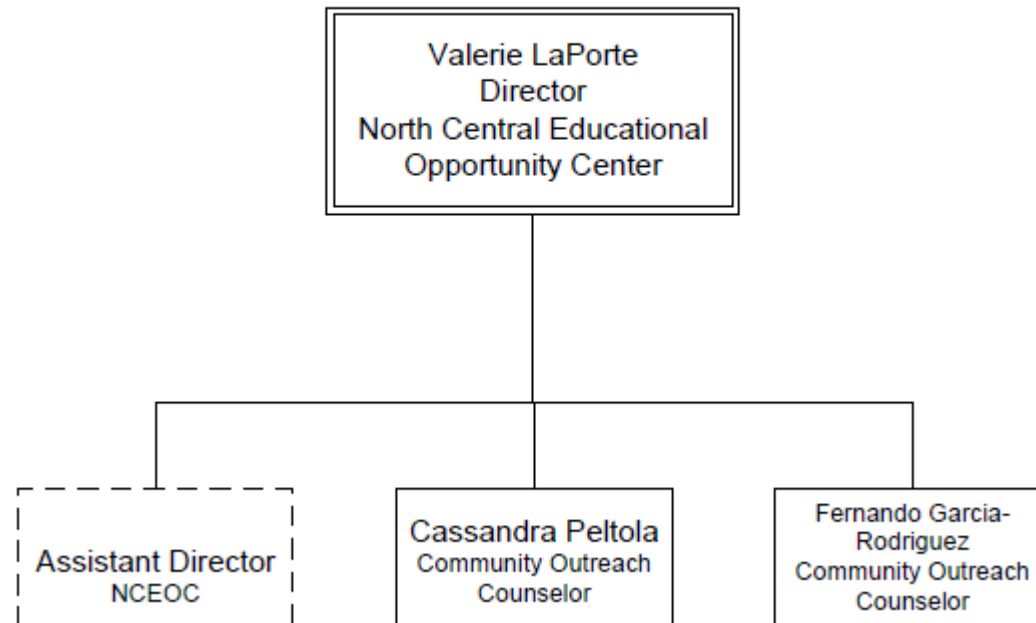
Academic Support & Testing Center



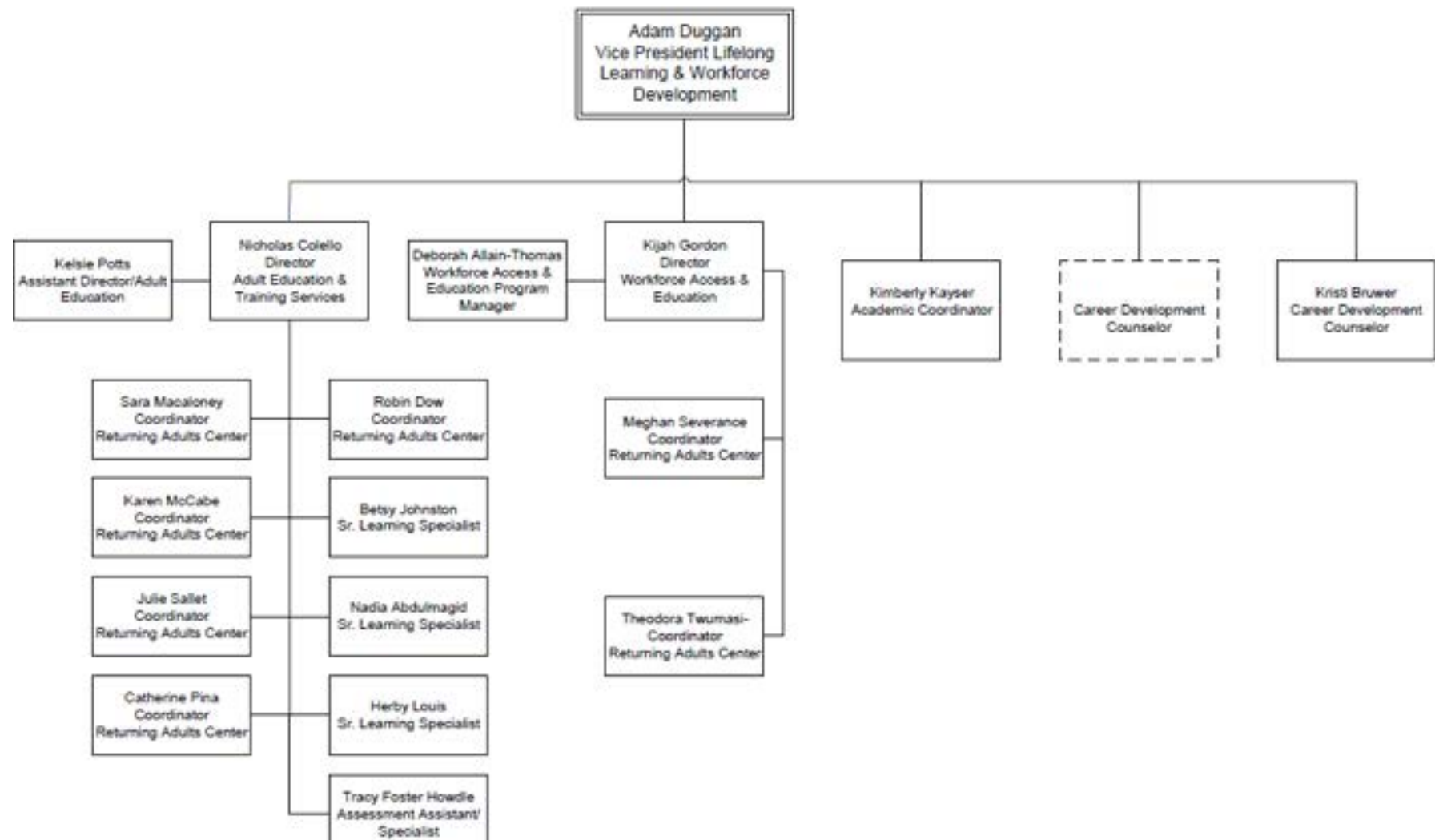
Institutional Research



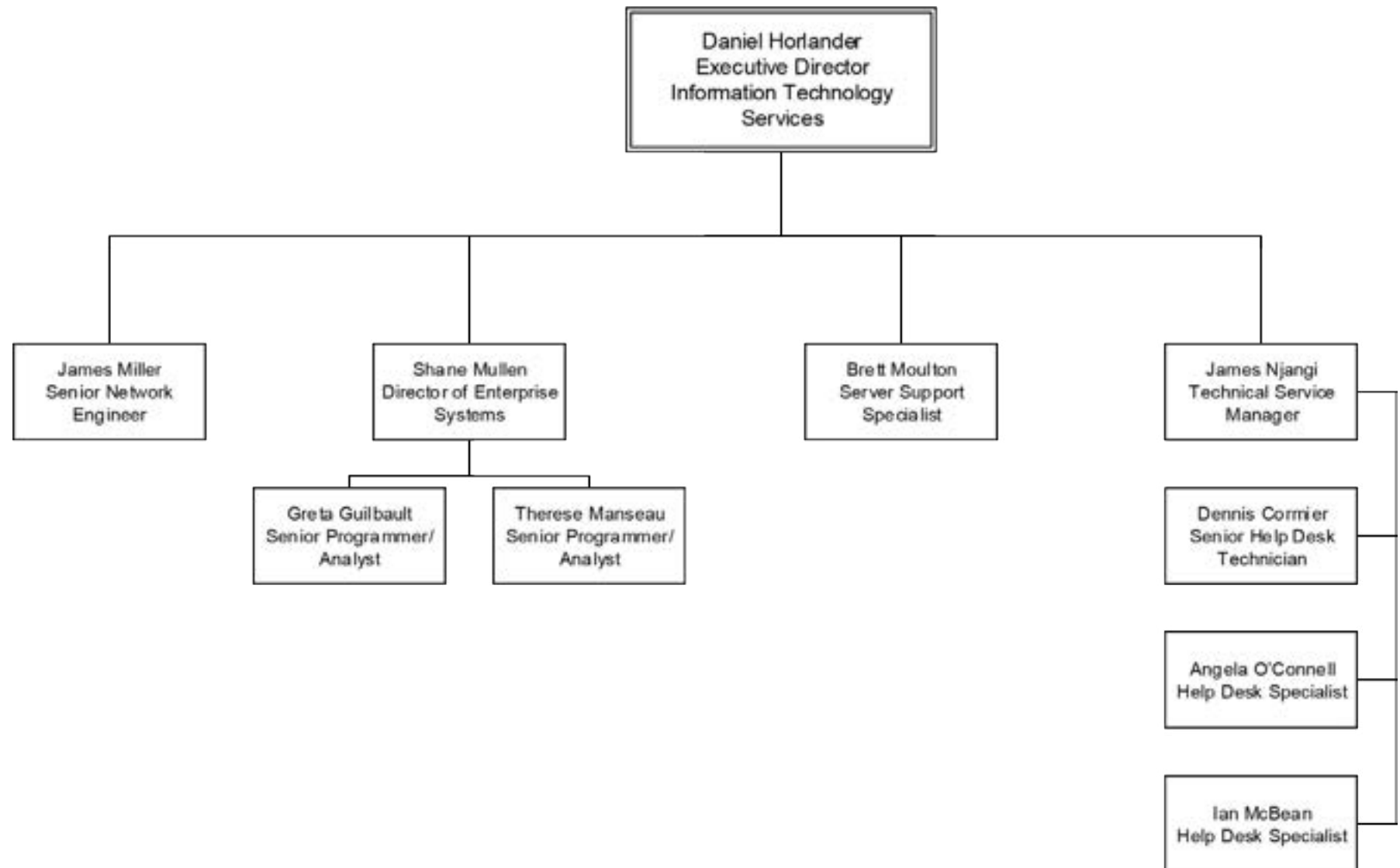
North Central Education Opportunity Center



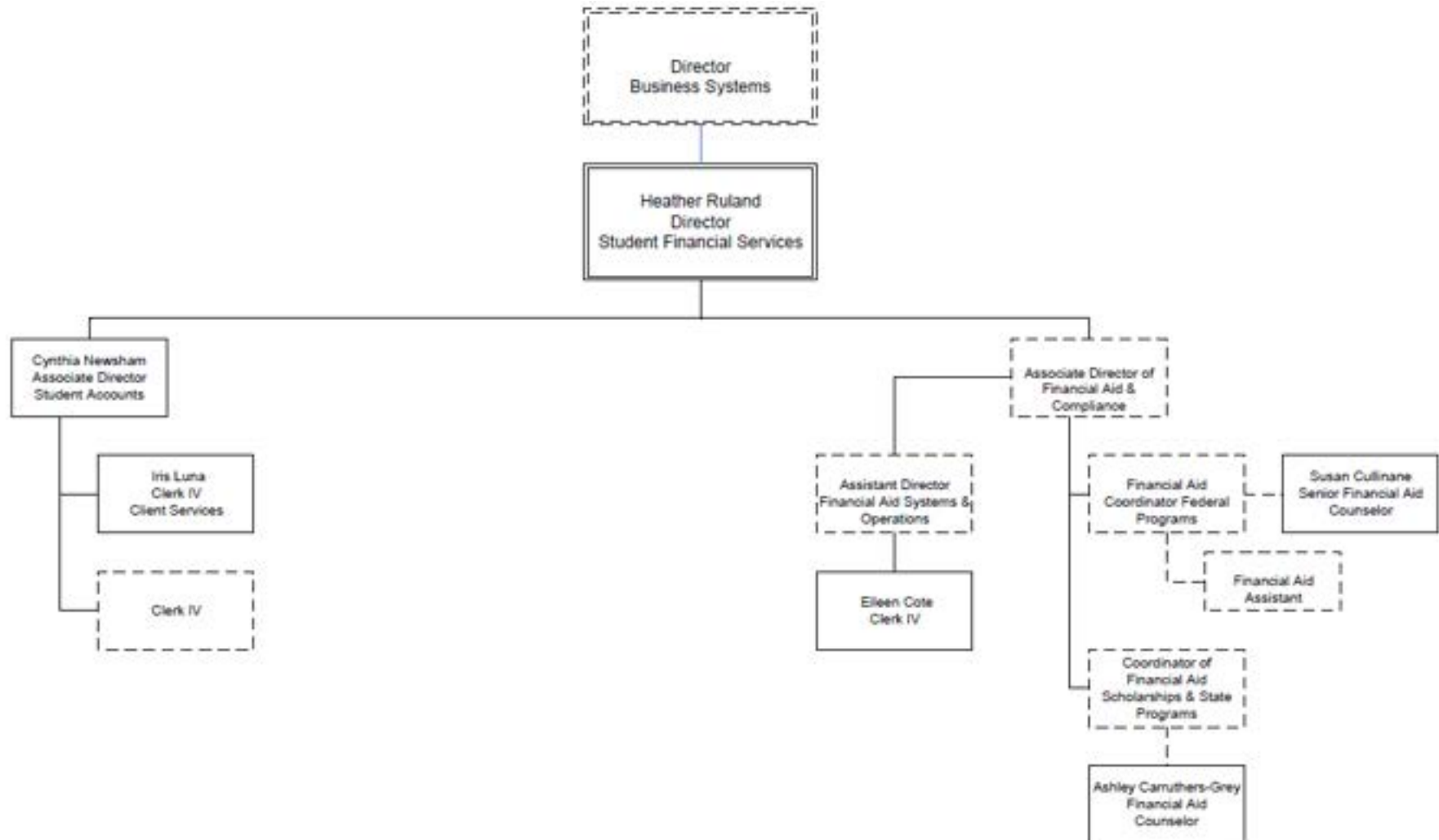
Adult Education



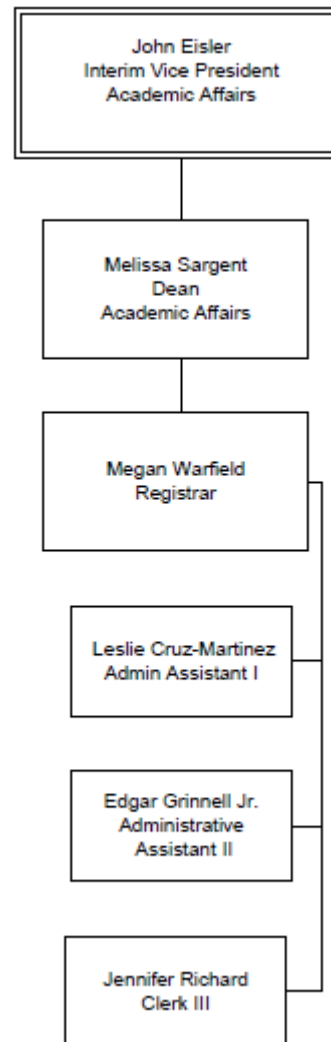
Information Technology Services



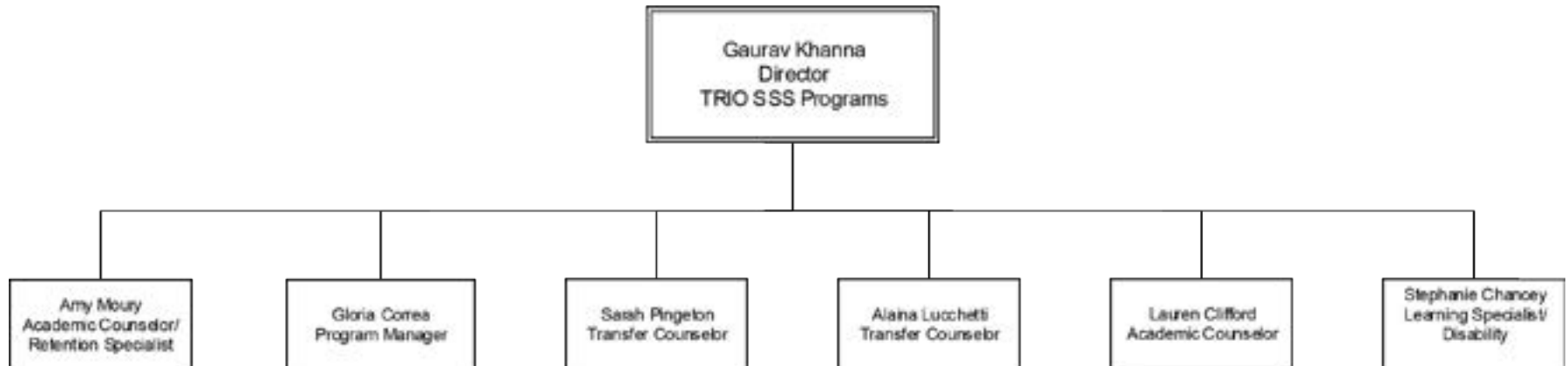
Student Financial Services



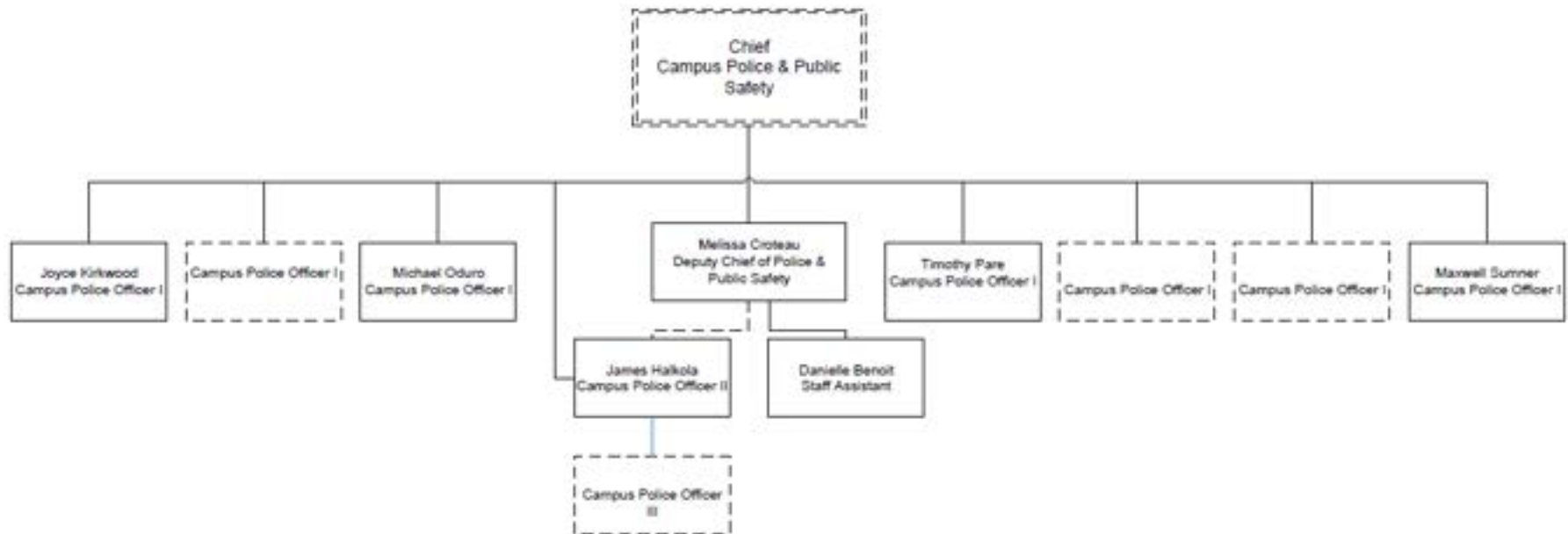
Records



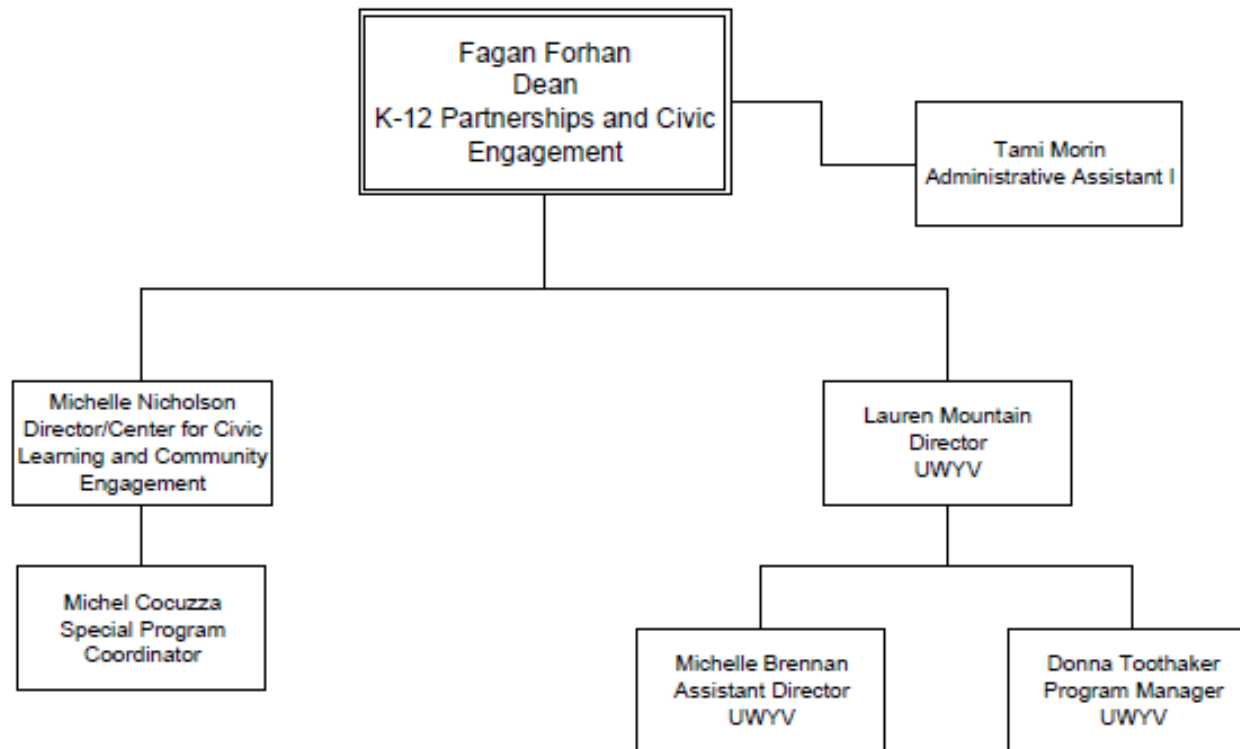
Trio SSS Programs



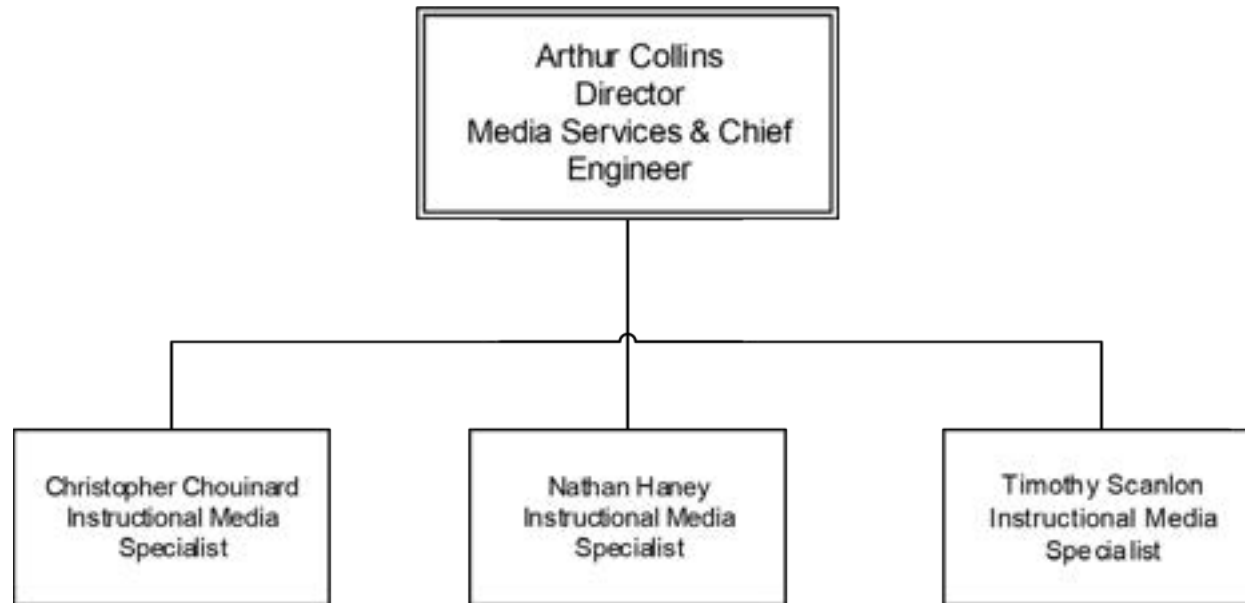
Campus Police & Public Safety



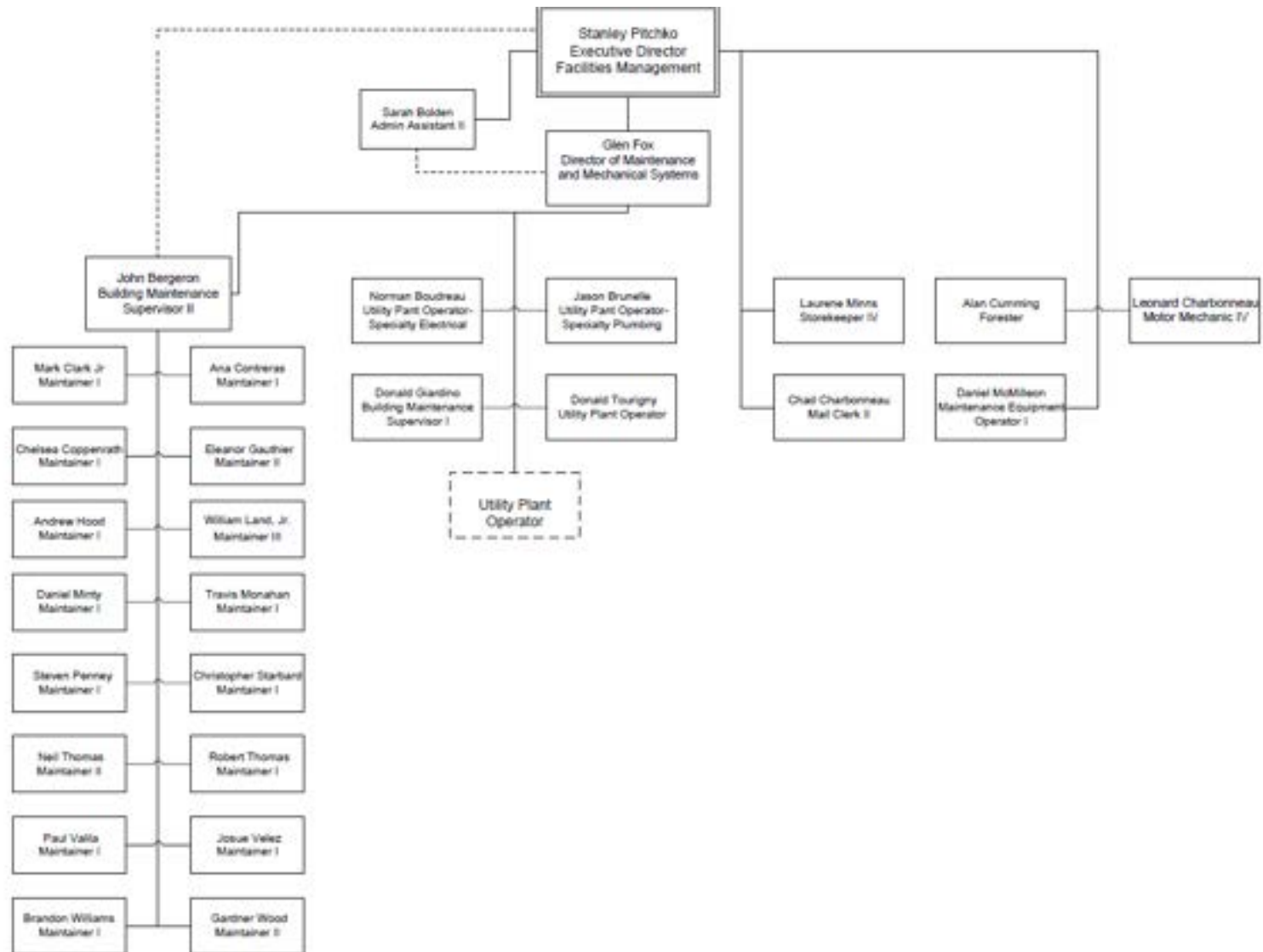
The Center for Civic Learning & Community Engagement



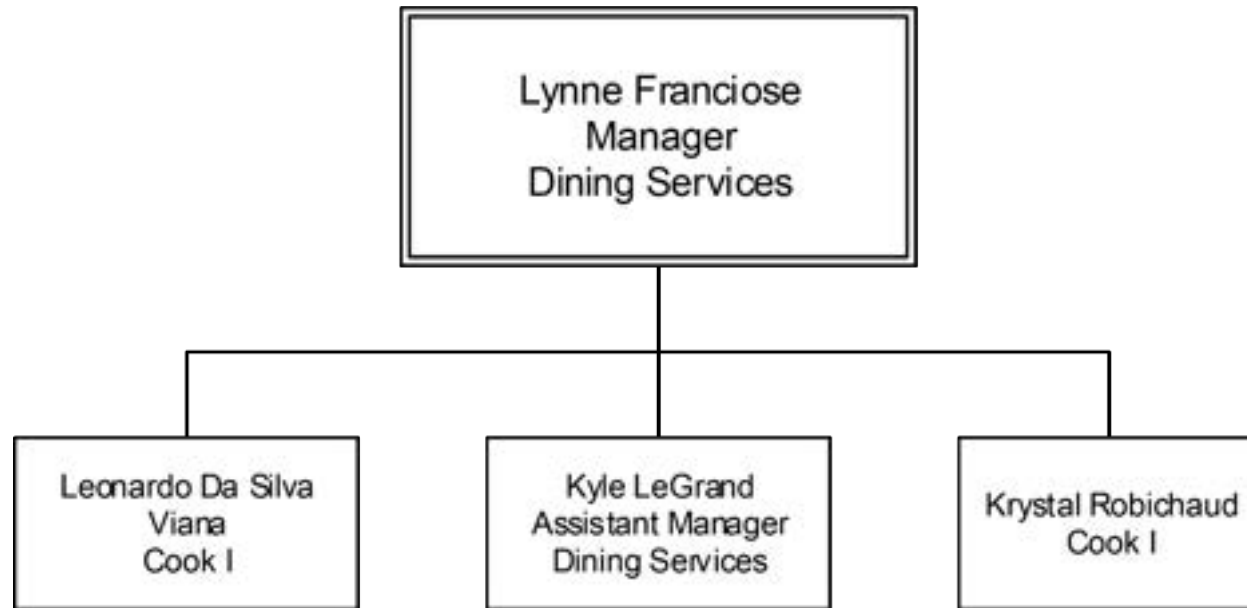
Media Services & Chief Engineer



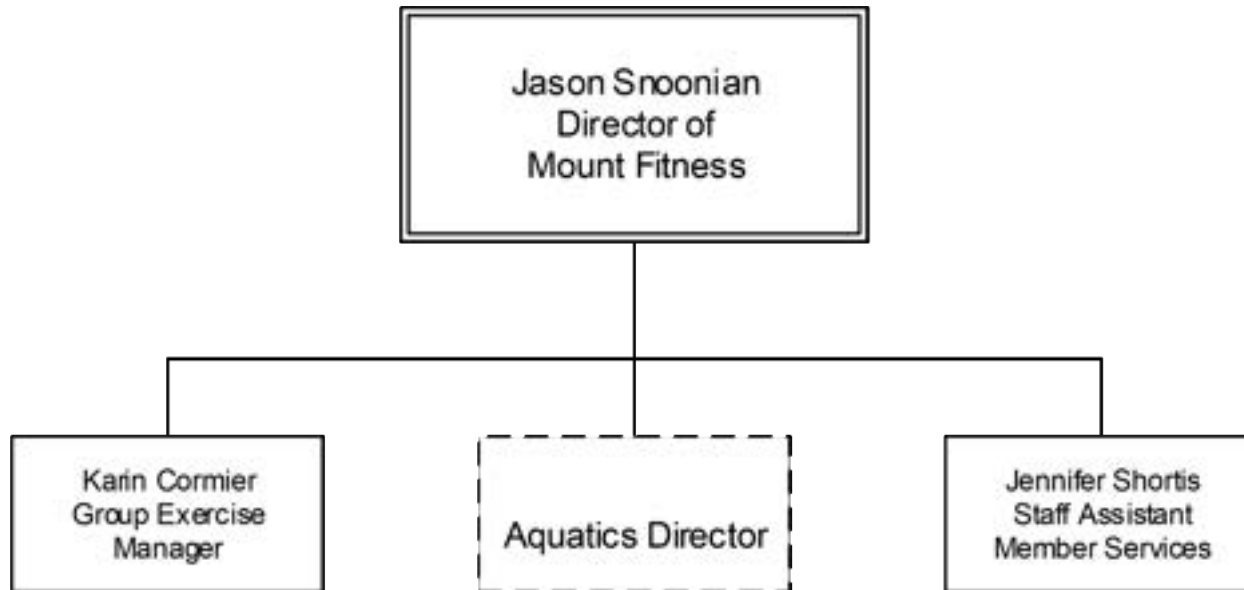
Facilities Management



Dining Services Manager



Mount Fitness



MWCC Foundation Executive Director



Mount Wachusett Community College Governance Structure

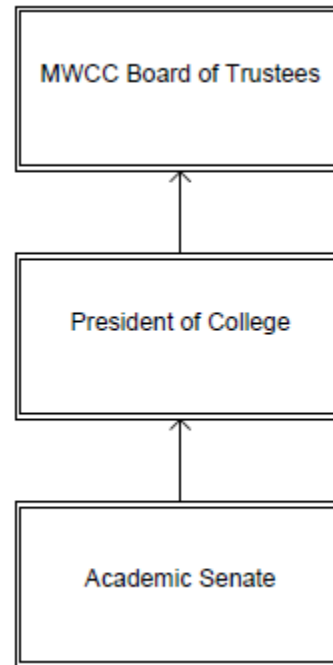


Table of NECHE Actions & Areas of Emphasis

Date of NECHE Letter	Detailed actions, items of special attention, or concerns	NECHE Standards cited in letter	Self-Study Page number where addressed
May 2, 2017	<u>Area of Emphasis 1</u> Reviewing, revising, and developing an updated mission statement. (<i>Action</i> : Strategic Plan completed)	1.5	li, 1, 6, EI #017
	<u>Area of Emphasis 2</u> Developing and implementing communications and strategic plans: (<i>Sample actions</i> : Strategic plan completion; internal communications and Shared Governance)	2.3, 3.2, 3.13	2, 3, 5, 6 7-14 15, 18, 19
	<u>Area of Emphasis 3</u> Implementing strategies related to the recruitment and retention of students improving communications; maximizing the success of all learners as an open access institution; and enhancing retention. (<i>Sample actions</i> : Recruitment Plan/Report, Retention Plan & THRIVE Center, ACT, LSC, CTL)	5.6, 8.6	<i>Recruitment</i> : 46, 50-54, 57, EI#071 <i>Retention</i> : xlvii, li, lii, 10, 48, 53, 54, 57, 105, 107, 109-111, 117-118, EI #006
	<u>Area of Emphasis 4</u> Integrating its new institutional student learning outcomes into the curriculum and assuring that students continue to complete 20 credits in general education, as specified by the standards. Site visit for Second Chance Pell in 2018.	4.14, 4.15, 4.17, 4.18	lii, liii, 23, 26, 28, 29, 34, 36, 106-108, 115 See 10/22/2018 pages
October 5, 2018	Letter from NECHE Submit a report for consideration in spring 2019 that includes DFFs for Std 8 and updates the Commission on the institution's success in implementing and evaluating the effectiveness of initiatives to improve its retention and graduation rates (<i>Response</i> : 1/17/2019 MWCC submitted report to NECHE with Standard 8 DFF update)	8.1-8.10	
October 22, 2018	Letter from NECHE: NECHE accepted report on Second Chance Pell (2CP) with site visits and asked for an update in 2022 self-study.	See Area of Emphasis #4 above	lii, 27, 28, 33 EI #048, #159, #160, #200, #201
March 22, 2019	NECHE accepted the 1/17/2019 report and asked for emphasis in the 2022 self-study on the continued success to improve its retention and graduation rates (<i>Sample actions</i> : THRIVE, ACT, SUCCESS, LSC, Retention Plan)	See Area of Emphasis #3 above	I, lii, 3, 9-11, 13, 26, 36, 48, 53, 54, 57, 69, 73, 75, 84, 91, 94, 111, 113, 117, EI #006, #206, #217

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Introduction & Process

Mount Wachusett Community College began its NECHE Self-Study process in November 2020 with the creation of a Steering Committee. A Kickoff Event at All College took place on December 1, with a call for participation in the self-study process followed by a presentation on the Comprehensive Evaluation process by Dr. Carol Anderson. This event launched a nearly two-year endeavor characterized by highly collaborative research and writing process. The President appointed two co-chairs (Vice President of Academic and Student Affairs and the Vice President of Planning, Development, and Institutional Research) to lead a Steering Committee (SC) that consisted of two professional staff members, one administrative professional, and one faculty member. The committee solicited membership from across the college to form the Standard Committees (StdC) and established a sequence and timeline for completion of the Self-Study. Each Standard Committee was comprised of members from Administration, Faculty, and Professional Staff and were chaired by individuals representing faculty, professional staff, and administration. StdCs consisted of five members each. A new VP of Academic Affairs joined the College in January 2021 and was added to the SC. At this point, the Steering Committee compressed the timeline to enable a more iterative review process that incorporated community feedback on multiple drafts of the self-study. Over time, several StdCs lost members and some lost committee chairs due to departures from the College during a period of high staffing turnover and due to reprioritization of duties in a few cases; these individuals were replaced by new volunteers in some cases. By the summer of 2021, the two VPs co-chairing the Steering Committee had left the College, along with the chairs of three StdCs and six committee members. The Steering Committee continued the work under the direction of the new VPAA (appointed Interim VPAA) and the Director of the Office of Institutional Research & Assessment (OIRA) co-chairing the committee. Also, some of the committees were left with as little as three members, but they forged on as lean teams. A few key new members joined the Standards Committees in fall 2021 to provide reinforcements, particularly where new standard chairs were needed (Standards 5, 6, and 7).

Launching a self-study during the early phase of the COVID-19 pandemic certainly raised its share of challenges. Fortunately, the College was able to pivot successfully to remote collaboration using Zoom and MS-Teams quite effectively. The SC set up Microsoft Teams sites which served as digital workrooms for the SC and for each of StdCs. This system allowed for the creation of a common Evidence Inventory for each committee as well as a workspace for collaboration by enabling multiple participants to work in cloud-based documents simultaneously and to post comments and tag one another within the document. The SC also monitored a chat tool, which enabled questions from the StdCs to be addressed in a timely fashion.

As the work commenced, the Steering Committee members met weekly with the StdCs via Zoom to clarify the process, review the 5-Year Self-Study to establish a clear understanding of the NECHE Standards, read self-studies from other MA community colleges, and harmonize expectations and approaches across the committee. The SC also convened all the StdCs at various milestones to review progress and discuss next steps in the process. The unifying theme that shaped the MWCC approach to the self-study centered on candor, transparency, and an earnest commitment to self-improvement. In short, all of the committees latched on to the concept that the College is prepared to take ownership of and address its challenges and to plan strategically in order to make concrete and supported steps to implement improvements.

The OIRA completed the majority of the Data First forms for each Standard early in the process (January-March 2021) and continued to update these forms throughout the process. Other offices updating the forms included Finance (Standard 7), Student Financial Services (Standard 5) and Academic Affairs (Standard 6). Data sources included: IPEDS surveys, the MA Department of Higher Education Performance Management Reporting System, the Voluntary Framework of Accountability,

internal research and enrollment reports, SENSE and CCSSE student surveys; Administration and Finance reports; and program review summary data for the E-Series E-1 option form for each program.

The SC created rich opportunities for the MWCC community to provide feedback into the process and the content of the self-study in order to capture the range of perspectives and levels of experience across the institution (see EI #272 for the detailed self-study timeline). The first drafts of each of the three main sections (Description, Appraisal, and Projection) of the Self-Study were completed by the StdCs separately and posted on the College's iConnect (intranet) system as each section was completed for the community to review and provide feedback sequentially (respectively, May '21; October '21; and February '22). These drafts underwent only basic editing from the SC (e.g., added line numbers; edited for clarity) prior to posting, so the entire college community had the opportunity to review the direct work of the StdCs and help to shape the content as the work progressed. To foster engagement from faculty, staff, and administrators, the SC created a web-based form to enable an easy online mechanism for people to provide their input, either anonymously or with attribution. The content from the online form was downloaded to a spreadsheet, which was used by the SC to track the questions and suggestions provided by the community to promote accountability and to enable the SC to follow up with a commentor to seek clarity or a deeper understanding of the issue if they provided attribution. Feedback from the Description was used to inform the writing of the Appraisal and likewise for the Projection section. Prior to finalizing the projections, the President's Leadership Team reviewed and provided feedback on the projections in the context of strategic priorities and budgetary feasibility. A subcommittee of the Board of Trustees, a group of students representing the Student Government Association, and two contracted adjunct faculty also carefully reviewed and provided detailed feedback on the self-study draft.

To complement the asynchronous mechanisms for engaging the MWCC community, the SC also organized numerous live sessions for Q&A and input from participants after the drafts were posted. Each StdC hosted three community discussions (via Zoom) from September 2021 to February 2022 at different times of day to maximize participation, particularly by adjunct faculty and students (see EI #240 for detailed schedule). In addition, the StdCs met with constituent groups that were featured in a particular standard. For example, Standard 3 met with President Vander Hooven, with the Board of Trustees, and with leaders of the Academic Senate to discuss the content and to inform revisions to that Standard. Likewise, Standard 5 met with a student group, and the SC presented updates to the college at the monthly All College meetings and Professional Development Days (May '21; February '21; September '22; May '22; and September '22) and held several open-invitation sessions to review the drafts and engage in dialogue with participants.

After the three sections were tightened up and condensed by the StdCs and the SC, a more refined draft of the self-study with Dynamic Forms was posted again on iConnect in April 2022. The community provided input to inform finalization of this draft over the next two months. This next draft was then shared with Dr. Carol Anderson and President Brian Bicknell, Visiting Team Chair. Their feedback was used to inform completion by the SC of the final version of the self-study that was then submitted to NECHE before the September 23, 2022 deadline. The final document submitted to NECHE was shared with the entire MWCC community, followed by a series of public forums (16 in total) to discuss the contents and to prepare for the site visit.

The overarching goal of the self-study was to identify the strengths of the College and the persistent challenges to student success and institutional effectiveness, and to explore/prioritize actions to foster continuous improvement. The committee members, community participants, and College leadership all were aligned with these commitments to institutional improvement. Maintaining interest and engagement among community members, the entire time during a pandemic was certainly challenging, but the motivation and determination among the committee members to deliver a thorough self-study, even amid a wave of staff attrition, remained strong.

A terrific example of the positive impact of the self-study process comes from the multifaceted, deep dive into improving recruitment and retention, which catalyzed an institution-wide, strategic commitment to strengthening a range of academic- and student services and to building the systems and data intelligence needed to inform retention activities. This effort to improve recruitment and retention includes the creation of key, new positions (e.g., Director of Assessment; Success Coaches, Instructional Designer; Director of Learning Design and Technology; Director of Academic Success, and Chief Diversity Executive) to support holistic learner success. These personnel changes are complemented by the commitment to investing in multiple software systems, including retention software for tracking student progress and for making timely referrals; enhanced communications systems for better information sharing with- and about students; and business intelligence and data analysis/visualization software to inform the decision-makers. The self-study process also highlighted the need to restructure the Office of Institutional Research and Assessment (OIRA) into an Office of Institutional Effectiveness to expand the scope and impact of enhanced data intelligence. As part of this restructuring, professional development opportunities for faculty and staff are being developed to help the MWCC community put data intelligence into practice. Finally, supporting student success requires purpose-driven collaboration among ITS, Advising, OIRA, THRIVE Retention Center, Student Services, and Admissions to collectively build effective processes and to make decisions about the tools that will best support wraparound services and prospect-to-alumni intel about our students and our community.

NECHE 2022 Comprehensive Evaluation Steering Committee

Name	Title
Dr. John Eisler	Interim Vice President of Academic Affairs
Tiffany Parker	Director of Institutional Research & Assessment
Cheryl Oliveri	Project Manager, Resource Development, Strategic Planning & Grants Management
Virginia Heroux	Associate Professor of Dental Hygiene
Rick Skinner	Sr. Staff Associate, Office of Academic & Student Affairs

NECHE 2022 Comprehensive Evaluation Standards Committees

Standard One	Mission and Purpose
Standard Chair	Margaret Jaillet, Dean of the School of Health Professions, Public Service Programs & Social Services
Standard Co-Chair	Valerie LaPorte, Director, North Central Educational Opportunity Center
Member	Lisa Stejskal, Program Director/Health Care Opportunity Program
Member	Jennifer Welch, Senior Special Programs Coordinator, Access & Transition
Member	Lauren Mountain, Director, United Way Youth Venture
Standard Two	Planning and Evaluation
Standard Chair	Margaret Jaillet, Dean of the School of Health Professions, Public Service Programs & Social Services
Member	Lisa Stejskal, Program Director/Health Care Opportunity Program
Member	Valerie LaPorte, Director, North Central Educational Opportunity Center
Member	Jennifer Welch, Senior Special Programs Coordinator, Access & Transition
Member	Lauren Mountain, Director, United Way Youth Venture

Standard Three	Organization and Governance
Standard Chair	Melissa Sargent, Dean of Academic Affairs
Member	Kim Shea, Dean of the School of Nursing
Member	Shelley Nicholson, Director, Senator Stephen M. Brewer Center for Civic Learning and Community Engagement
Standard Four	Academic Program
Standard Co-Chair	Laurie Occhipinti, Dean of the School of Liberal Arts, Education, Humanities & Communications
Standard Co-Chair	Dan Soucy, Chair of Liberal Arts & Sciences Honors Coordinator Professor of Philosophy
Member	Fagan Forhan, Dean, K-12 Partnerships and Civic Engagement
Member	Venusa Toomey, Associate Professor, Medical Assisting Program
Member	Zach Buscher, Associate Professor, English
Standard Five	Students
Standard Chair	Sara Williams, Assistant Director of Advising
Member	Jason Zelesky, Interim Vice President of Student Affairs Sr. Dean of Student Affairs
Member	Kiel Szivos, Senior Admissions Counselor, Admissions Office
Member	Marcia Rosbury-Henne, Dean of Admissions & Enrollment Management
Standard Six	Teaching, Learning and Scholarship
Committee Chair	Bob Mayer, Director of Veterans Services
Member	Nick Cochrane, Associate Professor, Business & Management
Member	Kelley Martell, Assistant Professor, Allied Health
Standard Seven	Institutional Resources
Co-Chair	Veronica Guay, Dean of the School of Business, Science, Technology & Math
Co-Chair	Heather Layton, Executive Director of Resource and Strategic Initiative Development
Member	Kathy Matson, Director of Student Life
Member	Heidi Swift, Comptroller
Standard Eight	Educational Effectiveness
Standard Chair	Shawn LaRoche, Senior Research Analyst
Member	Sue Taylor, Professor, Computer Information Systems
Member	Shelby Shaw, Director of Retention
Member	Sara Vettese, Director of Early College and Dual Enrollment
Standard Nine	Integrity, Transparency, and Public Disclosure
Standard Chair	LeaAnn Scales, Vice President of Enrollment & Public Affairs
Member	Stephanie England, Director of Marketing and Communications
Member	Otto Bolanos, Associate Professor, ESL
Member	Nia Carignan, Assistant Director, Marketing & Communications
<i>Member (left the college)</i>	<i>Rebecca Forest, Assistant Dean of Records and Institutional Research</i>

Internal Review & Editing Team	
Amanda Henrichs	Director of Assessment
Kerrie Griffin	Adjunct Faculty
Kristina Sanders	Adjunct Faculty
Student Government Association	
Academic Senate	
Consultant	
Dr. Julie Alig	Founder, JLA Analytics
Cover Design & Document Creation	
Haley Caisse	Coordinator of College Graphics

Institutional Overview

Mount Wachusett Community College (aka., "The Mount") was founded in 1963 in Gardner, Massachusetts to promote access to higher education and career preparation for North Central Massachusetts. Over the years, the Mount has made a shift from its original focus on transfer programs to a broader approach that emphasizes strength in professional/career preparation programs. Through its academic programs, life-long learning and workforce development programs, and co-curricular offerings, the Mount continues to be a vital contributor to the economic, cultural, technological, and intellectual life of the region. Capitalizing on resourcefulness, creativity, and collaborative action and driven by mission and a collective spirit on campus, the Mount expresses its commitment to promoting social equity through education and career advancement opportunities for citizens of the region. The Mount takes this commitment further by maintaining instructional sites in multiple locations that offer specialty programs (e.g., Dental; Auto Tech) and in the communities where our students live and work (e.g., Devens and Leominster). The employees at the college are passionate about the success of all learners, and in turn, the students thrive in this supportive and nurturing learning environment that is also accessible and conducive for success in a complex world.

The demographics of the students reveal a diverse student body consistent with changes in the region (e.g., growing immigrant population and increased representation of English-as-second language speakers). Poor economic and employment outlooks loom large in the lives of the Mount's students and concomitantly present challenges to persistence and timely progress toward goal achievement. In FY 2021, 43% of students were Pell-grant recipients. As an open access institution, we are prepared to address the needs of learners across a wide range of college readiness. The nexus of the economic challenges faced by our students and the COVID-19 pandemic culminated in decreased new enrollments and diminution of term-to-term persistence. Enrollment challenges are expected to be further exacerbated by a regional trend of declining high school graduations in the coming decade. It is therefore incumbent upon a New England community college to strategically invest in innovative initiatives to strengthen recruitment and retention, assure the highest academic quality, sustain the institution, and serve the community; these have been the top priorities of the Mount over the past five years.

Student Services and Student Life at the Mount can be characterized as comprehensive and personalized to help learners and the MWCC community overcome social inequity and grow personally and professionally as part of an engaged learning community. Services to support veterans and student-parents, as well as students with disabilities, mental health concerns, transportation challenges, and food insecurity are well-established and continually expanding through proactive grantsmanship and creative programming. [Student Life](#) is vibrant, with over 30 clubs and organizations. The [InvolveMount portal](#) was launched in 2020 to enable students to stay engaged in service and volunteer activities during the COVID-19 lockdown of the campus (which lasted until August 2021). Opportunities for civic engagement and multicultural learning are abundant and growing with support and leadership provided by the [Senator Stephen M. Brewer Center for Civic Learning and Community Engagement](#) (2014), [Study Abroad](#) programs, and the [International Center for the Promotion of Diversity and Inclusion](#), under the direction of the recently hired a Chief Diversity Executive (2022). The Mount is also a cultural center for the region, attracting strong attendance at the Theatre at the Mount productions, summer camps, abundant lifelong learning opportunities, and through events and scholarships sponsored by the [Humanities Project](#).

Student Services continues to innovate and pursue grantsmanship to support the success of a diverse population of learners, many of whom face an intensified array of challenges, including socio-economic, transportation, time, and employment pressures. The 2021 launch of the statewide [SUCCESS Fund](#) (>\$1M per community college campus) enables the expansion of wraparound services for the most vulnerable populations of students. This fund has enabled the Mount to onboard a team of Success Coaches and the first Instructional Designer. Ongoing programs serve specific populations, many of

which are designed for students from first-generation, low-income backgrounds and for enhancing developmental courses. These programs (TRIO/Visions/RX, CCAMPIS, North Central Educational Opportunity Center, Access & Transition, Gateway, Upward Bound, and Portrait of a Graduate) all contribute to, and exemplify, the Mount's proactive and creative engagement and grantsmanship.

Many of the academic programs enjoy strong reputations for academic quality and preparation of graduates who enter careers as highly valued professionals. Professionally accredited programs in Nursing, Medical Assisting, Dental Hygiene and Assisting, Physical Therapy Assistant, and Automotive Technology, along with two programs with pending accreditation status (Paramedic Technology and Veterinary Technology) have achieved national accreditation and have garnered reputations for rigor and high standards with high professional exam passage rates. The Nursing and Dental programs were fully reaccredited in fall 2022. These programs enjoy high demand for enrollment in these selective programs and for employment of our graduates in the region. In addition, the Honors program was recently recognized through national and regional honors councils. The Mount continues to strengthen and expand its vital role as a regional leader by providing a broad range of high-quality learning opportunities and innovative pathways to degrees, certificates, and careers that co-evolve with the changing needs of the region. Examples of recent accomplishments include expansion of Early College learning opportunities, grant-funded initiatives that provide direct student support and promote rich K-12 partnerships (e.g., Health Career Opportunity Program; STEM Starter Academy; and the Portrait of a Graduate grant). The Mount's division of Corporate, Career, and Continuing Education was recently awarded a \$2.6M grant (over three years) from MassLinks in 2022 to develop and manage the statewide adult education virtual academy.

Since the 2017 Interim Report, the College has moved forward with continuous improvements to address issues raised by the Commission at that time. The Commission identified areas of emphasis for the MWCC 2022 report in the letters dated May 2, 2017, October 5; 22, 2018, and March 22, 2019. These topics are addressed throughout the comprehensive evaluation; major updates are summarized below.

1. Development of an updated Mission Statement and 2. Development and implementation of a new Strategic Plan and Communications Plan.

The College has completed the 2022/2023 - 2026/2027 Strategic Plan (EI #017), which includes new Mission, Vision, and Values of the College, and a new Communication Plan (EI# 273) which is currently under review by the Leadership Team. Implementation of the new Strategic Plan (fall 2022), after a gap of five years, enables greater strategic focus to institutional planning as the College enters uncertain and likely lean times for higher education. In retrospect, the timing of the new 2023-2027 Strategic Plan, vis-a-vis COVID-19, could prove to be auspicious and compatible with a renewed and clear vision for the future of MWCC. The Massachusetts Department of Higher Education's new [Strategic Plan for Racial Equity](#) (June 2022) provides a roadmap for planning and implementation of MWCC's equity agenda and is explicitly integrated throughout the MWCC Strategic Plan. Improvements in systems of communication, information sharing, and an intentional commitment to broad collaboration, shared governance, and multidisciplinary teamwork are all helping to foster a more productive, creative, and innovative environment. The internal governance structure of the Academic Senate is now functional, with established bylaws, sub-committees, regular All College Forum meetings, good communications channels, and representation on the College Leadership Team. Starting in 2020, the use of Zoom for meetings has significantly increased attendance at the new All College Forum.

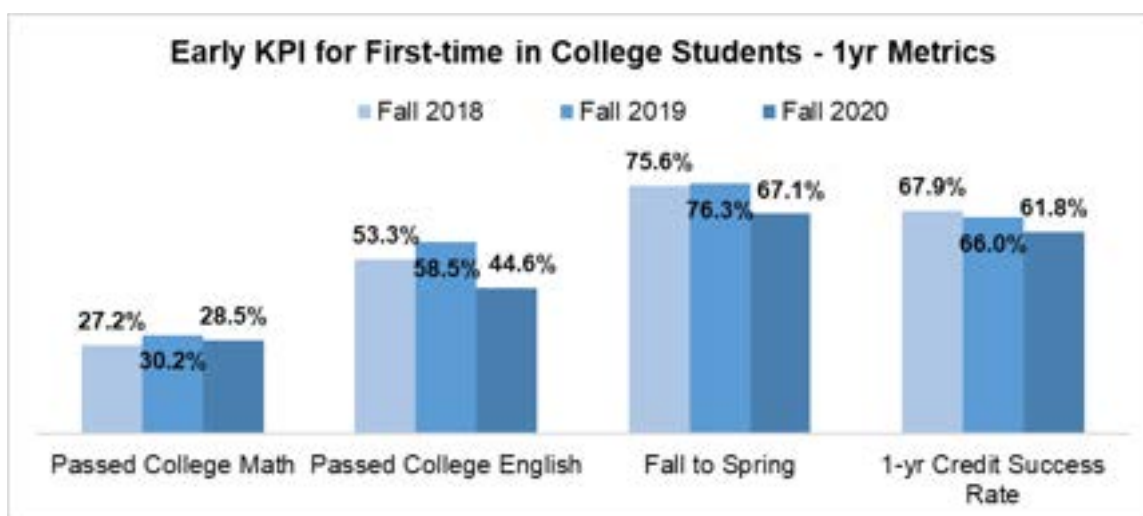
3. Implementing strategies related to the recruitment and retention of students:

Recruitment: The 2015-2020 Recruitment Plan review/report (EI #071) mapped out five major priorities and provided outcomes assessments for each. The plan (and the review of the plan in 2022) catalyzed numerous improvements in recruitment processes, including onboarding of the Salesforce/Target X CRM, expanding community-based outreach to attract adult learners, deepening of partnerships with

regional high schools, and more strategic utilization of transfer agreements. Some other major initiatives include expansion of the Early College, Dual Enrollment, and K-12 partnership programs, continuation of the Health Careers Opportunity Project, and the piloting of the first bilingual (Spanish/English) certificate program.

Retention and Graduation Rates: The Mount has made significant investments in strengthening instructional quality and academic support, student services, and tech infrastructure (e.g., self-service portals; computer labs; and device-lending) that are all vital to student success, with a focus on the persistence of first-generation, low-income students. In 2019, the College reorganized [advising and retention services](#) through the creation of the THRIVE Retention Center (2020). This center is currently undergoing retooling to expand its scope and to build intentional connections with the Advising, Career, and Transfer Center (2018). A comprehensive retention plan is expected to be completed in fall 2022, and a collaborative project to onboard dedicated retention software is currently underway. In addition, the Academic Success and Testing Center expanded its range of services to more effectively support both content tutoring in high-need areas and general learning skills. These services are being integrated into a new vision for the Library, which involves a long-term plan to redesign the Library to become a dynamic, cross-functional Learning Commons. The hiring of a new Director of Learning Design and Technology and an Instructional Designer (both in spring 2022) enables the promotion of best practices in online pedagogy, course design, and Universal Design for Learning (UDL). Creation of the Faculty Academy (2019), which is based on the [Pedagogy of Real Talk](#), and the launch of the Center for Teaching and Learning in 2022 (CTL; EI# 206) will elevate professional development and advancement of teaching best practices and innovation. The CTL will serve as the overall professional development and training hub for the College. Although the College pivoted quickly and responsively to the challenges of remote learning and services, the challenges of the pandemic were difficult to mitigate, and thus, decreases in learner persistence and graduation rates were realized.

Examining early key performance indicators (KPI) demonstrate the immediate impact of the pandemic on students. The percent of first-time in college students passing a college level English course in the first year went from 58.5% in fall 2019 to 44.6% in fall 2020, the fall to spring persistence rate went from 76.3% to 67.1% and the 1-year credit success rate went from 66% for the fall 2019 cohort to 61.8% for the fall 2020 cohort.



4. Integrating Institutional Student Learning Outcomes (ISLOs) and assuring that students continue to complete 20 credits in general education as specified by the Standards.

MWCC's academic programs have made significant headway in terms of: (1) establishing [Institutional Student Learning Outcomes](#) (ISLOs) across the curriculum, which outline the domains of general education competencies expected of all graduates; and (2) fortifying the [General Education Core Curriculum](#). The programs that are externally accredited consistently implemented learning outcomes assessments as part of their accreditation process. Other programs have established the foundation for outcomes assessment but have not yet consistently engaged in systematic and comprehensive assessment activities. Five-year program reviews have been conducted consistently across all programs. The successful hiring of a new Director of Assessment in July 2022, following a vacancy in the line for nearly a decade, signifies a renewed commitment to assessment. The new Director will play a critical role in catalyzing the completion and implementation of the Academic Assessment Plan (approval expected fall 2022). The General Education Core Curriculum is well-elaborated and integrated with specific degree programs that are designed to assure that students complete at least 21-24 general education credits in Career degree programs, 28-30 credits in STEM Transfer degree programs, and 34-36 credits in Non-STEM Transfer degree programs.

5. Update on the Second Chance Pell program.

Starting in FY 2017, MWCC has participated in the Second Chance Pell program and has supported over 200 men who are incarcerated pursue the Business Administration Certificate and thus prepare for a successful return to the community. MWCC partners with the [VERA Institute of Justice](#) and runs the program at two locations: the Massachusetts Department of Corrections at North Central Correctional Institute in Gardner, and the Massachusetts Correctional Institute in Shirley, Massachusetts. The program was on hold during the COVID-19 lockdown from spring 2020 through spring 2021 as faculty were not allowed access to the facilities, and incarcerated students are not allowed internet access for online study. To date, the Second Chance Pell program has enrolled 14 cohorts, plus the Accounting Certificate pilot, for a total of 219 students with 66 active students in FY2022 and 83 graduates as of May 2022.

6. Nursing Accreditation.

The Associate Degree in Nursing and the Practical Nursing programs will receive a recommendation for full reaccreditation by the Accreditation Commission for Education in Nursing (ACEN) (September 2022) following a successful site visit. The Nursing program continues to pursue excellence. In August 2022, Nursing received a MA Skills Capital Award for \$500,000 to update the Medical Simulation Lab, which is under reconstruction to accommodate expansion and consolidation of sim lab resources currently located at the Devens campus to Gardner as a first step toward the goal of building a leading edge Simulated Medical Center on the Gardner campus, which will serve all health professions programs at the college.

Summary of Principal Self-Study Findings

The 2022 Self-Study was approached by the participants with a deep commitment to honesty, transparency, ownership of challenges, and to mapping out the mission-driven, strategic steps for continuous self-improvement in order to maximize student success and institutional effectiveness. The new leadership of the College, beginning with the hiring of President Vander Hooven (2017) and formation of an altogether new Leadership Team, has re-energized the campus, fostered a highly collaborative spirit, and refocused the collective effort on maximizing the positive impact on learners and the community in service of the mission that unifies and gives meaning to our work. The principal challenges identified in the self-study tended to converge on themes that speak to the need of the college to modernize its approach in the following areas: 1) strategic planning/evaluation and budgetary coherence; 2) business intelligence and data utilization; 3) institutionalization of processes for academic assessment and learning design best practices; 4) campus- and technological infrastructure; 5) strategic communications and internal information-sharing, and (6) professional development.

The Mount has had periods of discontinuity in terms of using data and strategy to inform planning and decision-making, and for documenting progress. The delay in completing the 2018-2023 Strategic Plan disrupted strategic focus in the last few years, even as COVID would have likely upended any good strategy. A disconnect between budget planning and strategic planning diminished the College's ability to plan and build capacity for supporting strategic initiatives. Similarly, the Mount has work to do in terms of utilizing data for informing planning and decision-making. A new approach to data governance and investments in analytical systems will optimize business intelligence and ensure that the right tools are in place to enable decision-makers to visualize and utilize the rich data that are available as the Mount simultaneously tightens the budget and makes strategic investments to fortify the institution.

Recent investments in improving the campus infrastructure include construction of the Asquino Science Building (2016), relocation of the Auto Tech program in 2021 to a large, dedicated facility (recently purchased by the MWCC Foundation), construction of the Bemis Student Center (2017), reconstruction of the Leominster Campus (December 2022), downsizing of the Devens footprint to align with programming needs, and significant upgrading of the Simulated Medical Center in Gardner. Numerous improvements have been made to infrastructure, yet areas were identified in the self-study and in the Strategic Plan that warrant action, including updating of classrooms and functional office space, renovation of the LaChance Library, and investment in physical plant/facilities and sustainability.

Similarly, ITS has made significant improvements in the last few years, including the launch of a virtual computer lab, InvolveMOUNT, eTranscripts, Banner Document Manager, Banner 9 student self-service functionality, and a new, more navigable Blackboard version, to name a few. Media Services installed 25 HyFlex teaching systems in classrooms to support remote access to instruction. Nevertheless, tech infrastructure requires significant updating as well as the onboarding of major software systems (e.g., retention, reporting, and data visualization software). The college applied for a Title III grant in 2021 with the hope it would provide a needed transformational technology update, however our application was not selected and precipitated the need to reprioritize to ensure that the most critical updates would move forward.

Overall, the MWCC 2022 Comprehensive Evaluation describes a college that is mission-driven, resourceful, proactive, and heavily invested in student success, social equity, and the well-being of the community. Over the past five years the Mount is emerging from a longstanding culture in which planning and evaluation were not institutionalized processes and is moving swiftly to a more modern stance – one that is data-driven, strategic, technologically sophisticated, with greater budgetary accountability and broader collaborative across the institution. These improvements will enable the Mount to more effectively and efficiently build the systems, processes, and communication channels that optimize institutional effectiveness and foster a more cohesive and collaborative learning community.

Standard Narratives & Data First Forms

Standard 1: Mission & Purposes

Description

Mission

Mount Wachusett Community College transforms students by providing access to affordable, high quality, innovative, civic-minded, and relevant education and training opportunities. With a focus on community, we are committed to diversity, equity and inclusion with a racial equity lens and value the dignity and worth of all individuals and believe opportunity and access to education transforms lives.

Vision

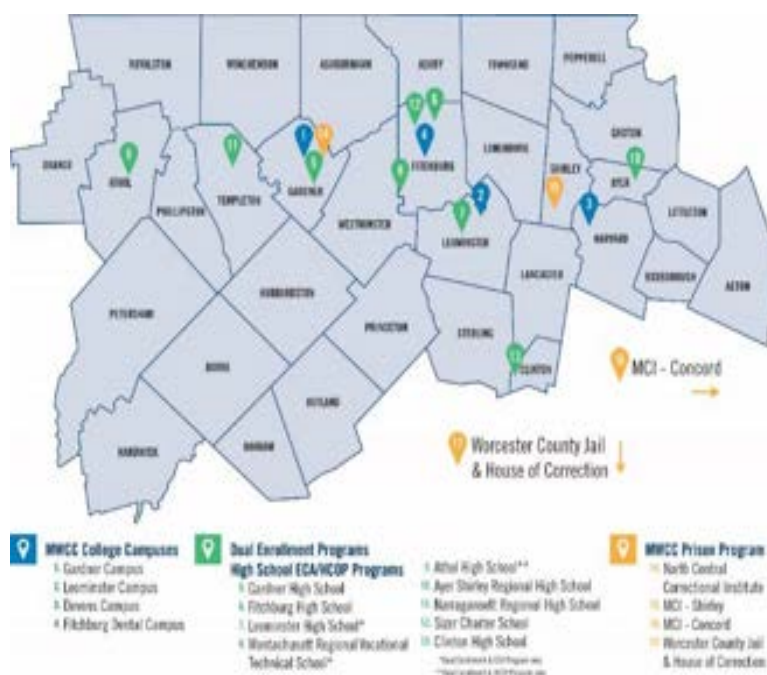
Mount Wachusett Community College aspires to be a model, community connected, student-ready institution providing affordable, inclusive, equity-minded transformative learning experiences dedicated to enriching student's academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support.

Mount Wachusett Community College (MWCC) prepares its students for the next steps in their education, career, or lifelong learning by offering high-quality instruction and programming, educating the workforce of North Central Massachusetts using a model that blends both credit and noncredit, as well as in-person and remote, instruction. Formally adopted by the MWCC Board of Trustees in 2022, the College's Mission, Vision, and Values are displayed on its website, in social media posts, and in the college catalog. Those visiting the Gardner campus see them prominently displayed at the entrance to campus, on rolling screens throughout the building, and in an artistic word cloud in the main foyer. Visitors to the Leominster campus see them displayed on the entrance wall and in the common area, while those on the Devens campus see them displayed in the student lounge.

MWCC supports North Central Massachusetts through the engagement of students, faculty and staff with the community through service learning, volunteerism, internships and co-ops, and civic outreach and dialogue on timely social justice and other issues via programs offered by the Senator Stephen M. Brewer Center for Civic Learning and Community Engagement. Both students and members of the community benefit from the cultural experiences in theatre and the arts via programs offered by Theatre at the Mount and the East Wing Art Gallery. MWCC students' basic needs are met through the Food for Thought food pantry. The local community is encouraged to engage with the College and benefit from a variety of enrichment programs including Mount Fitness, Kids Camps, The Humanities Project, and non-credit Workforce Development and Lifelong Learning. To increase college preparation, reduce time to completion, and recruit and retain future students from local high schools, MWCC has multiple K-12 college preparation partnerships, including Early College Academy, Pathway Early College Experience, Gateway to College, and the Health Career Opportunity Program.

The map in Figure 1 shows the communities in North Central Massachusetts where MWCC has a presence. The blue pins denote the location of MWCC's four campuses, with pin #1 denoting the main campus in Gardner, MA. Students in the Second Chance Pell Program study at the correctional facilities denoted by yellow pins. MWCC's early college programs are delivered at high schools denoted by green pins. In addition to these locations, MWCC delivers distance education courses and programs, which approximately two-thirds of students in fall 2021 took advantage of.

Figure 1. MWCC Service Area Map



MWCC serves a diverse student body, comprised of recent high school graduates; adult learners returning to school; those in the workforce seeking to update, expand or acquire new skillsets; military veterans; incarcerated individuals; and dual enrollment/early college students who are completing high school while simultaneously obtaining college credit. In fall 2021, 19% of the College's students self-identified as Hispanic/Latinx, and another 10% as Black/African American. For the past several years approximately 40% of MWCC's students were eligible for Pell Grants. The College's website is available in several of the languages that MWCC students speak, including Chinese, French, Haitian Creole, Portuguese, Spanish and Vietnamese. Beginning with the homepage and continuing on every subsequent page, a web visitor gets a sense of the diversity of the student body simply from the drop-down menu of languages into which the website has been translated.

Our Core & Shared Values

Learning is at the center of our core value system. While the themes of diversity, equity, and inclusion are among our highest priorities as we develop culturally responsive practices, creating knowledge and skills through teaching and learning is the core of what we do. The following core values hold true to our vision and shape how we carry out our mission: Community; Diversity; Equity; Inclusion; Institutional Collaboration and Collective Impact; Continuous Improvement and Transformative Action; Institutional Integrity; Student Success and Achievement (Evidence Inventory #017)

MWCC's values are rooted in affordability, access, and equity, and it promotes these values through strategic planning initiatives within the College, in partnership with high school and community partners, and through civic and social engagement. Every five years the strategic planning process engages all units to collaboratively establish concrete and realistic goals and metrics, which will be addressed throughout the self-study. Following the creation of the strategic plan, an operational plan is then created, which identifies strategies to achieve these goals. Individual units contribute to the operational plan by identifying specific objectives and activities to implement in their areas and by accountability for achieving outcomes.

Appraisal

MWCC is deeply committed to serving our diverse student population. This commitment drives our work in support of our distinctive mission, vision and values and serves as the foundation upon which the College builds the Strategic Plan. The steps taken during the strategic planning process to reimagine the College's purposes demonstrate an institutional commitment to the inclusion of students, staff, and faculty, as well as external stakeholders, to ensure that the end-product focuses on the needs of the community. MWCC pivoted quickly from traditional curriculum delivery to online and remote instruction in March 2020 in response to the COVID-19 pandemic, to ensure that student access to education would not be negatively impacted. And while the pandemic interrupted the strategic planning process, the College used the opportunity to revisit the strategic plan that was already in development and integrate previously unimagined goals and initiatives.

MWCC continues to be an educational leader in North Central Massachusetts. The College monitors its service region using environmental scans, labor analysis of the regional market purchased from EMSI, and conversations with workforce boards in the region. Through these and other means, MWCC detects community- and/or societal needs and strives to create innovative, relevant education and training opportunities to address them.

Several recent, mission-driven initiatives were undertaken directly in response to community needs and in support of MWCC's mission. In the academic realm, these include the development of a one-year schedule for credit courses, and the introduction of several new programs (Associate's in Mathematics, Computer Science, Paramedic Technology, Veterinary Technology, and Dual Language Business Administration certificate). In response to needs identified with the community's healthcare capacity, MWCC completed a \$400,000 MA Skills Capital project to update the Health Professions Simulation Lab and has signed an MOU with Quinsigamond Community College (QCC) for seamless transfer between MWCC's Vet Tech program and QCC's Respiratory Care program. The Automotive Technology Program's move to a modern, 11,000 square foot teaching center with special capacity in electric vehicle repair will train students for this in-demand profession. Additionally, MWCC's Early Childhood Education Career Pathways program received over \$890,000 to train future childcare workers and teachers, which are in short supply in Massachusetts.

An integral part of the College's mission is to provide high-quality education, which means not only providing access to education but also integrating processes and deploying tools students need to persist and achieve academic success. In support of student learning and success, MWCC Student Support Services teams help students utilize their strengths and overcome any challenges to help them achieve their academic goals. Our student veterans are served by our Veteran's Services office, which earned 1st place in Massachusetts 2-year colleges and 6th place in the U.S. in the Military Times's annual "Best for Vets" ranking. Student-parents can avail themselves of several types of support, from a Lactation room to the Parent Support Group (PSG) and the Family Resource Center (FRC). The federally funded CCAMPIS (Child Care Access Means Parents In School) program provides childcare and before- and after-school subsidies to qualified students.

MWCC students who struggle with issues such as childcare, transportation, food insecurity, or housing are connected with resources on campus and in the community through the Food for Thought Student Food pantry and the peer-mentoring Serving Our Students (SOS) program. According to the 2019 Annual Report of the Brewer Center for Civic Learning and Community Engagement, SOS served 150 students, and saw a fall to spring persistence rate of 77.5% for food pantry patrons and 79% for SOS mentees compared to the overall fall to spring persistence rate of 73.6%. To provide academic support, MWCC has an Advising, Career and Transfer (ACT) team that works with incoming students and the Together, Harnessing the Resources that Inspire a Valuable Education (THRIVE) Retention Center that works with students during their journey to increase their connections to the college community and to promote persistence and goal attainment.

Starting in FY2017, MWCC has participated in the Second Chance Pell program, which is designed to prepare incarcerated people who are returning from prison to the community with skills and resources necessary to obtain employment, support their families, and contribute to society. MWCC partners with the Massachusetts Department of Corrections to provide academic programs to inmates at the North Central Correctional Institute in Gardner and the Massachusetts Correctional Institute in Shirley.

MWCC remains committed to community partnerships with local public high schools and other colleges/universities. Through the Division of Access and Transition, MWCC administers several College Access and Transition Programs which provide middle and high school students with an array of academic, college, and career awareness services including academic and career counseling, tutorials, workshops, and activities. Services are generally provided through targeted grant initiatives, such as GEAR UP, which is funded by the US Department of Education and is administered by MWCC in partnership with Fitchburg Public Schools and community and education partners; and Educational Talent Search and North Central MA Talent Search, whose purpose is to help low-income and potential first-generation middle and high school students in the MWCC service area prepare for, enroll, and succeed in higher education. Upward Bound Math Science assists area high school students who want to pursue postsecondary education programs in math and science. Additionally, MWCC is home to several dual enrollment programs. MWCC, Fitchburg State University and area high schools collaborated in the creation of the North Central Massachusetts Early College Academy (ECA). This program serves students who are first-generation, low-income and otherwise underrepresented in higher education, giving them access to college courses while still in high school. MWCC also initiated a new partnership with Gardner Public Schools for the Gateway to College and Pathways to Early College programs.

Since 2002, and currently funded through 2026, the federally funded TRIO North Central Educational Opportunity Center (NCEOC) program at MWCC continues to provide free college planning services to low-income, first-generation, and adult learners throughout North Central Massachusetts. In addition, MWCC has two TRIO Student Support Service programs: Visions and RX. For more than 30 years, the Visions Program has been dedicated to fostering the success of students at MWCC.

In alignment with its Mission and Vision, the College is committed to assisting all learners to achieve their academic and career goals. The Adult Education and Training Center provides free classes in Adult Basic Education (ABE), GED preparation, and an English for Speakers of Other Languages (ESOL) program. The Transitions to Community College program provides free access to college courses and support services for students transitioning to MWCC from an Adult Learning Center.

MWCC's Department of Workforce Development continues to serve the community with corporate instruction and workforce development training opportunities. This includes assisting businesses in North Central Massachusetts to access grant funded training as well as providing quality training to their workforce. An example of this is the Six Sigma course which covers techniques and tools for process improvement that MWCC offered at no cost to qualifying small businesses through the Workforce Training Fund Program.

The College and the Brewer Center continue to provide educational opportunities that bring together faculty, staff, students and members of the public that allow for dialogue around timely social justice issues that impact our community. In 2020 these events became virtual due to the COVID-19 pandemic and provided a much-needed source for accurate information along with the opportunity to engage in rich dialogue around the challenging issues of the day. Programming continues to foster community engagement; for example, at a recent discussion titled "The T in LGBTQ+," over 40 community members came together to discuss trans issues broadly defined (including pronouns, gender, discrimination, and ways to support trans colleagues and students).

Through these and many other actions, MWCC is committed to tangibly realizing its Mission, Vision and Values. The College is dedicated to not only providing students with access to a quality education but also to supporting their persistence in whatever way(s) they need and ultimately their success in achieving academic goals. MWCC's commitment continues after the conclusion of a student's studies by fostering connections with North Central Massachusetts employers. These connections enable graduates to become employed in their chosen careers, which in turn has a positive impact on the regional workforce and economy.

A review of MWCC's Operational Plan (OP) with metrics demonstrates alignment with strategic initiatives and the College's mission and vision. Unit objectives and activities illuminate institutional culture as well as commitment to student success, equitable access, college and career alignment, improved academic programming and student learning outcome assessment, and institutional and regional workforce development. The end-of-year performance report and presidential evaluation provide an annual update on accomplishments and continuing strategic initiatives. These measurable outcomes provide insight into the achievement of the mission and purpose through success of the existing strategic initiatives. Systematic and consistent practices for developing and reviewing the OP across divisions are being developed in concert with finalization of this plan.

Strengths	Challenges
- The MWCC mission drives the institutional priorities and gives purpose to the collective work at the College, which is fully actualized by serving a diverse student population and by having a positive impact on shaping the future of North Central Massachusetts - MWCC's Strategic Planning has culminated in a comprehensive plan that was informed by a college-wide process that was inclusive of the collective work of faculty, staff, students and external stakeholders	2023-2027 strategic planning process was not completed until fall 2022

Projection	Responsible Person	Time Frame
1 Complete the 2023-2027 strategic planning process, which includes establishment of the new Mission, Vision, and Values and integration with the Commonwealth Strategic Plan for Racial Equity. Implement the Divisional Operational Plans	President and LT Chief Diversity Executive Vice Presidents and Executive Directors of each division	1 year 2-5 years
2 Promote awareness of the newly adopted Mission, Vision and Values across all campus locations and all modalities through print and digital means.	Marketing; VPs and Directors	1-2 years
3 Establish as a high priority, the intentional linking of workforce development initiatives to credit-bearing courses to streamline pathways to degree attainment as a route to promoting equity.	VP of Lifelong Learning & Workforce Development; VP Academic Affairs	2-5 years
4 Ensure that all programs and functional areas have clearly articulated Mission, Vision, and Values that tie explicitly to institutional priorities	President's Leadership Team	1-3 years

Standard 1: Mission & Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	https://mwcc.edu/about-mwcc/mission/	?	September 2022
Mission Statement published		Website location		Print Publication
?				
Related statements		Website location		Print Publication
?	?	https://mwcc.edu/about-mwcc/offices/hr/		
Advising, Career, Transfer (ACT)		"What is the mission of the Office of Advising, Career & Transfer"		
Program level mission statements		See Evidence Inventory #047 in Academic Program Reviews		
Diversity, Equity & Inclusion Team		https://mwcc.edu/about-mwcc/offices/hr/multicultural/committee-mission/		
Campus Police		https://mwcc.edu/about-mwcc/offices/police/		
Student Support Services		https://mwcc.edu/current-students/		
MWCC Mission Statement is available online and also posted at the physical campus at 444 Green Street (Green Street Café, Main Entrance Hallway) Gardner and in Room 110 Student Lounge, 27 Jackson Road, Devens, MA 01434. The Strategic Plan, including the new Mission Statement, is under final review by the Board of Higher Education of the DHE and was approved in September 2022.				

Standard 2: Planning & Evaluation

Description

March 2017 began a new era at MWCC with the inauguration of Dr. James Vander Hooven as President, just the third in the College's history. Upon his arrival, the President initiated a planning process for the development of the next Strategic Plan. This process, however, has proceeded in fits and starts. In the 2017-2018 academic year, the President made a presentation about such to the Board of Trustees, and held numerous subsequent planning sessions at the Gardner, Leominster and Devens campuses. These sessions were developed using the Society for College and University Planning's (SCUP) Integrated Planning model. This comprehensive planning process utilized key activity topics including "seeing through our own eyes and the eyes of others" and "collectively building what we want to become." It included a comprehensive environmental scan involving stakeholder identification, stakeholder analysis, sponsor identification and sponsor analysis. The College launched a public website as a repository for members of the community to review and comment on the planning process.

Due to unforeseen personnel challenges the process lost momentum, and then was further delayed due to the impact of the COVID-19 pandemic from March 2020 onward. The process was reinvigorated in 2021 and has culminated in the completion of a final draft that was moved forward for approval in summer 2022.

As a result of the delays in producing a Strategic Plan, MWCC has not had a current Master Plan, Academic Plan, Financial Plan, Enrollment Plan, or Development Plan. Departments and units have been following the guidance of the previous Strategic Plan and Mission, Vision and Values statements, and the Operational Plan has provided more detailed guidance on the activities to be undertaken. Throughout the planning process, the COVID-19 pandemic, and other challenges, MWCC has successfully changed and adapted as needed to continue fulfilling its mission, all the while remaining constant to its values and the ideals they represent.

The planning process that MWCC undertook was guided by the Massachusetts Department of Higher Education's (DHE) [Revised Campus Strategic Planning Guidelines and Procedures](#), which requires three significant interactions, or Touchpoints, between the College and DHE, the agency responsible for implementing the policies and managing the operations for the Massachusetts Board of Higher Education [BHE]. The BHE is the statutorily created agency responsible for defining the mission of and coordinating the Commonwealth's higher education institutions. The DHE Strategic Planning Committee provides feedback along the way as the plan takes shape and provides a formal review, followed by a final review by the BHE. The DHE-SPC has provided input on the draft, discussed areas of concern, and guided the College toward the production of the comprehensive narrative. The MWCC Board of Trustees approved the draft on April 2022, followed by DHE approved the plan in May 2022. The BHE Commissioner reviewed the plan in July 2022, provided feedback in August 2022 and MWCC submitted the strategic plan on August 31, 2022. As the draft 2023-2027 strategic plan continues to progress through the approval process, DHE's Touch Points, the College has continued to take its direction from the Operational Plan laid out in the 2015-2018 strategic plan.

To support necessary planning, MWCC relies upon data compiled by a skilled team in the Office of Institutional Research and Assessment (OIRA) that includes two experienced staff under the supervision of the Interim Vice President of Academic Affairs (IVPAA). The OIRA team provides performance trends and analysis through many sources such as the Voluntary Framework of Accountability, student surveys, labor market information from Lightcast (formerly EMSI) Analyst, custom research, and its Data Scoops newsletter which includes enrollment information and retention and graduation rates, all of which inform decision-making at MWCC. MWCC recently acquired Tableau licenses in partnership with DHE and is

transitioning Data Scoops content into an interactive visualization format. The inclusion of the IVPAA on the Leadership Team facilitates the flow of relevant research directly to the leadership team and subsequently to institutional units for use in planning and decision-making. The Office of Resource and Strategic Initiative Development provided project management support of the strategic planning process, which helped to propel this process to fruition.

In alignment with the broader strategic planning process, the institution develops vertically aligned Operational Plan and Sectoral Plans. The Operational Plan explicates metrics and timelines in more detail and establishes realms of responsibility and leadership of collaborative initiatives. Each college division, under the leadership of its respective Vice President, takes responsibility for leading and tracking progress of strategic initiatives as outlined in the Operational Plan. In addition, more focused sectoral plans developed by offices responsible for enrollment, retention, the library, academic programs, facilities, student services, and technology, etc., provide even greater detail of action items and accountability to track progress and optimize outcomes. These vertically aligned individual activities include measurable metrics that enable outcome assessment *vis-a-vis* the overall mission and purpose of the institution forward on a quarterly basis.

Evaluation of the institution's mission, purposes, and effectiveness of operational and administrative activities are documented through the Operational Plan, which itself is reviewed by all departments semi-annually. The end-of-year performance report and presidential evaluation provide additional annual reflections and updates on the completed and continuing strategic initiatives. These measurable outcomes provide insight into the achievement of the mission and purpose through the success of the existing strategic initiatives.

For example, the Academic Affairs Operational Plan and the more elaborated MWCC Academic Plan, prioritize alignment of student level learning outcomes and program outcomes, systematic assessment of LOs and program reviews, expansion of online learning opportunities, and the building of non-credit to credit pipelines. Performance metrics include quantitative measures such as number/percentage of curriculum reviews completed, number of online courses or programs created, and percent expansion of PLA/CPL of non-credit programs.

With a new Executive Director of Information Technology Services created an ITS Operational plan for FY2020 – FY2026 (EI #005). The plan addresses business integration, security, data analytics and cost containment.

On an annual basis, the College's budget is determined based on projected revenues from tuition and fees and from state appropriations. For short-term planning, the allocation of resources is managed by the President, Vice President of HR, and Vice President of Finance and Administration (VPF&A). Long-term financial planning, however, is an area that is under development by the new VPF&A. Historically, cost center managers proposed a budget directly to their department head, which would then be reviewed by an *ad hoc* budget committee. Communication of decisions made, and reasons for them, was inconsistent; questions lingered as to why certain requests were funded or not.

MWCC maintains 1% of its overall budget within a line for contingency funding. Additionally, the College has built up reserves at the end of FY2022 of \$7.5 million through surplus savings, conservative budgeting, and a strong investment portfolio (EI #156). While the College maintains a healthy financial status, the Strategic and Operational Plans are still undergoing approval and the VPF&A is in the process of implementing a new budgeting process, so the ability to align short- and long-term planning and resource allocation is currently limited.

The feedback provided within the 2012 NEASC decennial reaccreditation report included concerns about the failing infrastructure of the MWCC facilities. In response, MWCC engaged in several major construction projects as planned in the 2012 Master Plan (EI #037) and the DHE Final Campus Space

report (EI #158) including the completion of the Daniel M. Asquino Science Center and the Haley Academic Building renovations. In addition, the College created the Bemis Student Center and completed other renovations in labs through the MASS Life Skills Project. In May 2022, the College commenced a complete, interior reconstruction of the Leominster campus to improve usage of space, build labs, and expand the opportunity for students to complete a degree entirely on that campus. The construction is scheduled to be completed by December 2022. The MWCC Foundation has purchased the Auto Tech building on behalf of the College, which will double the space for Auto Tech and enable other programs to capitalize on the space and expand their capacity (e.g., Dental labs). These projects illustrate the weight that MWCC assigns to the feedback of its peers, and the college's commitment to following through with evaluative feedback provided through the process of accreditation.

The E-Series forms demonstrate the many changes in MWCC's academic programs underwent in response to the needs of its community and students. Prominent among these are the development of nine new academic programs and the accreditation/continued accreditation of an additional nine academic programs, including: Nursing; Dental Assisting and Dental Hygiene; Physical Therapist Assistant; Automotive Technology; and Substance Abuse Counseling certificate programs.

The development of the new Paramedic Technology Certificate (PAC) program illustrates MWCC's responsive planning process for academic programs. Fire chiefs and private ambulance services within MWCC's region approached the College, expressing concern about the limited number of licensed paramedics within the area and the impact that was having on residents. Following this initial meeting, MWCC performed a review of the immediate job openings within the area and the projected labor statistics for the coming years. Determining that the data supported a significant regional employment need, MWCC formed an advisory committee, hired a program director, and participated in the planning and approval process as outlined by the DHE. As a result, the first PAC cohort enrolled at MWCC in September 2017. The PAC program continues to work through the programmatic accreditation process with the Commission on Accreditation of Emergency Medical Services Programs (CoAEMSP) and operates with a letter of intent. The last step of full accreditation, which involves a site visit, has been delayed due to the COVID-19 pandemic.

Appraisal

MWCC utilized a broad-based, integrated process to develop the (currently pending) 2023-2027 strategic plan. Meeting minutes from throughout the planning process provide evidence that there was significant participation from a broad constituency, both within and outside the institution. Currently, the strategic plan is pending, which has led the institution to continue to rely on the 2015-2018 strategic plan to guide its institutional work until BHE approval is in hand (anticipated June 2022). In addition to the newly approved strategic plan, MWCC does have comprehensive technology, enrollment, library and retention plans. However as mentioned above, MWCC lacks a current Master Plan, Academic Plan, Financial Plan, Enrollment Plan, or Development Plan. All of these plans will be in place soon after approval of and alignment with the approved Strategic Plan and finalization of the Operational Plan (See DFF 2.1). Without clear strategic direction and goals, particularly during a global pandemic, the College risked either slipping into stasis or expending resources on initiatives that were not in support of larger institutional goals. In retrospect, given the fact that the pandemic disrupted much of higher education, the timing of completion of the strategic planning process at this time could be auspicious by avoiding short-term obsolescence.

As a mechanism to measure the effectiveness of the Strategic Plan, MWCC annually develops an Operational Plan. Under the guidance of the Leadership Team, individual units develop strategic initiatives and associated evaluative metrics which align to the institutional mission, vision, and values. This detailed plan is accessible to all members of the college community via a centralized website, and it is this document that the community relied upon for direction in the absence of an institutional Strategic Plan. However, there is no systematic, college-wide process for development, regular discussion, and

communication of the annual operational plan at all levels of the institution. Going forward, there will be a systematic development process and communication of the progress of the annual operational plan beyond the Leadership Team. The Office of Resource and Strategic Initiative Development will be meeting regularly with individual divisions and discussing and monitoring the progress of the annual operational plan and progress of the strategic plan initiatives. This process development is still under development.

An example of the Operational Plan in practice is the initiative to increase graduation rates by 1% annually. Multiple college units have engaged in activities specifically aimed at accomplishing this goal. At midterm and the end of the year, individual unit metrics are assessed to determine if an activity is completed, will be continued as ongoing, or should be abandoned. If determined to be an ongoing initiative, new activities and metrics are established to continue into the next year. Each unit is involved in this planning with its Vice President, who is responsible for submission of and updates within the Operational Plan.

The THRIVE Retention Center, which was created in response to the College and Career Alignment initiative, took a course of action from fall 2020 to fall 2024 to improve retention. Despite COVID-19, the weekly fall enrollment reports indicate that there is an improvement in fall-to-fall retention for all enrolled students (EI #251). In collaboration with other MWCC offices such as tutoring, advising, and student services, THRIVE was able to act quickly during the pandemic to identify students on academic warning and reach out to offer support, which had a positive effect on student retention. Another strategy that THRIVE implemented was targeted outreach to students appearing on the non-returner report. A formal retention plan is in development, with approval and implementation planned for spring 2023.

The 2015 – 2020 Admissions Recruitment Plan identified steps for reviewing: historical trends, the development of communication plans, creation of student profiles, methods to target specific groups of potential students, and collaboration with area high schools, workforce, faculty, and MWCC marketing staff (EI #071). Adjusted during the pandemic, this plan encourages smaller, program-based interactions with prospective students. This includes academic preview days instead of large, open house-style events and intentional, career-based conversations commencing at the very beginning of a student's enrollment process. The plan was developed by the Enrollment Management Committee (EMC), a cross-functional group that includes representatives from Advising, Student Support Services, Financial Aid, Access and Transition, Academic Affairs, and others. Together this committee is responsible for planning, implementing and monitoring enrollment initiatives on all MWCC campuses. Coupled with the implementation of a CRM (Customer Relationship Management) system, this group developed initiatives to provide more targeted communication with prospective students at different points within the enrollment funnel (EI #240). Plans are underway to purchase additional CRM modules that will support the Retention Plan by enabling comprehensive student tracking and communication across divisions and throughout the student lifecycle.

MWCC has access to rich data sources to support planning efforts and to enhance institutional effectiveness. Since many of the data tools in current use are at the end-of-life stage, e.g., Discoverer, require proprietary programming or patches to enable system integrations, and/or are not designed for ease-of-use, departments across the College have difficulty accessing these data sources. As a result, these rich data sources are not consistently used to drive decision-making as originally envisioned. Another complicating factor is the variation in levels of data literacy, and familiarity with planning and evaluation among the members of the College community. If MWCC is to move forward with a commitment to strategic thinking and assessment, bolstering data literacy across the institution in combination with more easily operable analytical, reporting and data visualization tools will need to be undertaken. To this end, the OIRA and ITS are laying the groundwork for establishing college-wide data governance organization and processes, which will lead the strategic implementation of tech resources, training, and staffing to optimize data collection, as well as effective analysis support and accessible data visualization. Repositioning the OIRA to an office of Institutional Effectiveness, which will lead both IR

and academic and co-curricular assessment, will broaden the scope and impact of the office and deepen the understanding and utilization of institutional data to inform planning.

Historically the budgeting process, which included an *ad hoc* budget committee, made decisions about budget requests for the following year. However, this process has ceased to occur in recent years. With the arrival of a new VPF&A in AY2021-2022, the College anticipates the implementation of a budgeting process which elevates accountability and strategic independence for cost center directors as well as the development of a multi-year financial plan with resource allocation tied to the Strategic Plan. As mentioned previously, MWCC acted upon the recommendations of the Commission seriously and undertook capital projects that transformed the campus into a more contemporary space. Investment in the Science Building and the Student Center, for example, provide evidence for this. Once the VPF&A has implemented the new budgeting process, the next step will be to incorporate input from MA Division of Capital Asset Management and Maintenance (DCAMM) to finalize the Campus Master Plan to guide long-term planning for space and infrastructure, in conjunction with the priorities set out in the Strategic Plan, including renovation of the LaChance Library, improvements in labs and clinical space, and expansion of the Auto Tech building.

In a similar vein, the new Academic Plan (completion expected by fall 2022) will align closely with the Strategic and Operational Plans and will prioritize academic assessment, instructional quality, learning design and online pedagogy, learning environments and technology, and academic services. As noted above, MWCC has the benefit of some very rich sources of data; those data will need to be used effectively to guide the introduction of new programs or the closure of existing ones to complement the 5-year academic review process.

MWCC has had sustained noteworthy success in accessing grant funding for projects that align with its mission and purposes. As of FY2022, MWCC has secured \$8,831,631 in grant funding (EI #165). Likewise, successful, grant-funded projects, many of which provide direct support to special populations of students, have resulted in positive outcomes for students and the College. Some examples of these grant funded projects include Student Support Services, Talent Search projects, Health Career Opportunity Program, Educational Opportunity Center, Child Care Access Means Parents in School, Tech Hire, MASS Skills Capital, and multiple Adult Education and English as a Second Language grants. Although MWCC has a strong record of grantsmanship, especially in areas related to access and equity, it relies heavily on grant funds to support these initiatives, which can create challenges for long-term sustainability of effective initiatives.

At times, the pursuit of grants was not driven by specific strategic purposes but instead occurred in a reactive way to RFPs. Although this entrepreneurial approach is vital for energizing innovation, it can sometimes challenge the ability of the institution to plan for long-term investment in sustaining programs beyond the grant cycle and to organize college-wide support and requisite staffing to support the initiative. An example of a grant which, unfortunately, was not permanently incorporated into the College's structure was the 2010–2015 Title III Aspire Project. Through this project, MWCC made significant changes to transform advising, by adding personnel such as specialized advisors and an instructional designer. At the conclusion of the funding period, these positions were not institutionalized and as a result, advising practices reverted to their original state over time, and instructional design support ended. In contrast, in 2022 the College recently received a large, state-funded grant (SUCCESS Fund) which earmarks funds for maximizing success of first-generation/low-income students. With this fund, the College was able to hire advisors, success coaches, and an instructional designer again. The difference, this time, is that we are creating permanent lines for these vital positions to sustain them after the grant ends.

More broadly, the College recently has moved in a direction that more closely ties grantsmanship to strategic planning and budgeting in order to ensure a college-wide commitment and prioritization of initiatives. Moving forward, MWCC would benefit from collaboration and coordination when applying for

grant funding to ensure alignment more broadly with the Strategic Plan, Mission, and multi-year financial plan so that at the end of a funding cycle the College might be able to keep the momentum going. To address these concerns, the College established (in 2022) the Office of Resource and Strategic Initiative Development (Formerly Grants and Development), led now by an Executive Director who sits on the President's Leadership Team. This signifies recognition of the need for greater college-wide coordination and a more strategic stance for grant-funded initiatives.

Strengths	Challenges
• Evidence of broad-based involvement in early stages of Strategic Planning process • Rich institutional data sources • Positive changes to campus infrastructure since 2012 NEASC reaccreditation visit • Strong institutional financial reserves • Opportunity to create accountability and strategic alignment for individual cost centers • Recently repositioned grants development to a more strategic approach to align grantsmanship with strategic and budget planning	• Strategic Plan only formally adopted in Fall 2022 • Need to develop a more systematic and consistent process for reviewing and updating the Operational Plan and for enabling active communication and participation among all college constituents • Lack of several institution-wide plans including a Master Plan, Multi-Year Financial Plan, and Academic Plan • Need to implement tools to enable easy access to institutional data and data visualization by end-users • Need to align operational planning and budget planning

Projection		Responsible Person	Time Frame
1	Expand OIRA to Institutional Effectiveness to lead data intelligence initiatives and data governance at MWCC	LT & OIRA	1-2 years
2	Implement Financial Plan and budgeting process tied to Strategic Plan with year-to-year Development Plan	VPF & A President and LT Chief Diversity Executive	2-5 years
3	Develop Facility Plan and Master Plan	LT Executive Director Facilities Management, Director Maintenance & Mechanical Systems	2-5 years
4	Develop Academic Plan (<i>expected Fall 2022</i>)	(I)VPAA Director of Learning Design & Technology, Director of Assessment	1-3 years
5	Align grant funded programs with the Strategic and Academic Plans for student success	LT Project Manager of Resource Development, Strategic Planning & Grants Management Executive Director of Resource & Strategic Initiative Development, IVP Student Affairs	1-3 years
6	Enhance a culture of planning and evaluation through strong data governance, investment and utilization of vital planning tools, consistent and inclusive planning and budgeting processes, professional development for entire campus to set a solid foundation to support this goal	LT and Directors HR Center for Teaching and Learning	2-5 years

Standard 2: Planning & Evaluation

PLANNING		Year approved by governing board	Effective Dates	Website location
Strategic Plans	?	?	?	
Immediately prior Strategic Plan		2014	7/1/2014-6/30/2019	In Evidence Inventory #070
Current Strategic Plan		2023	7/1/2022 -6/30/2027	https://mwcc.edu/about-mwcc/mission/strategic-plan/
Next Strategic Plan		2027		
		Year completed	Effective Dates	Website location
Other institution-wide plans*				
Master plan		2012	2012 - 2017	In Evidence Inventory # 037
Academic plan		Fall 2022	2023 - 2027	
Financial plan		n/a		
Technology plan		2020	2020-2026	In Evidence Inventory #005
Enrollment plan		2015	2015 - 2020	In Evidence Inventory #071 Recruitment Plan
Development plan		n/a		
Plans for major units (e.g., departments, library)*				
?	THRIVE Center (Retention)	Fall 2022	Fall 2022	In Evidence Inventory #006
	Library Plan	2019		In Evidence Inventory #007
				Website location
EVALUATION				
Academic program review				
Program review system (colleges and departments). System last updated:				?
Program review schedule (e.g., every 5 years)				See Evidence Inventory # 033 & # 034
Sample program review reports (name of unit or program)*				5 years
Computer Science				?
Legal Studies				See Evidence Inventory # 047 in Business Tech folder
Nursing ACEN Self-Study				See Evidence Inventory #047 in Health Professions, Public Service
Media Arts Technology				See Evidence Inventory #226
				See Evidence Inventory # 047 in Liberal Arts folder
System to review other functions and units				
Program review schedule (every X years or website location of schedule)				
Sample program review reports (name of unit or program)*				
Other significant institutional studies (Name and web location)*				
Program Demand Gap Analysis by EMSI/Lightcast				Date
				August 2022 EI #223
*Insert additional rows, as appropriate.				
Please enter any explanatory notes in the box below				

Standard 3: Organization & Governance

Description

Governing Board

The MWCC Board of Trustees (BOT) is the governing board of the institution. The Massachusetts legislature [states](#) that the BOT of a state community college is "...responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority." The BOT meets a minimum of six times per year, and all meetings are open to the public. The BOT is comprised of 11 members; 10 members appointed by the Governor, one of which must be an MWCC alumnus/a and one additional student representative is elected by the student body. Members of the current Board include a lawyer; a member of the Leominster City Council; a professor Emerita from a regional university; an employee each representing Health Alliance Hospital; a representative employee from the Boys & Girls Club of Fitchburg; the owner of a local manufacturing company, a senior director at a local hospital, and one alumna. Currently, none of the members of the BOT have any familial or personal interest in the institution. None of the members are employees or contractors at Mount Wachusett Community College (See EI #012 for current BOT membership and affiliation).

The BOT acts upon matters recommended by the President, such as program and curriculum changes; reviews and approves long-range and strategic planning; approves all monthly fiscal and audit reports; engages with the annual financial audit; and votes on setting or raising college fees. The BOT's responsibilities, as outlined in its bylaws, also include evaluation of the President; sabbatical and tenure approval; and the granting of degrees. The MWCC BOT has three standing committees: Finance; Nominating; and Evaluation. The BOT bylaws and meeting minutes are [publicly-available](#) on the MWCC website; however, membership and minutes of subcommittees are not publicly available. While the BOT carries out an annual evaluation of the college's President, there is no regular process in place for the BOT to conduct a self-evaluation or self-assessment of its effectiveness.

All BOT members attend state-wide training focused on fiscal responsibility and equity. BOT professional development is offered by the DHE through state-wide workshops which have become more widely attended in a virtual environment. Trustees are trained in areas such as the Massachusetts open meeting law, conflict of interest, fiduciary duty, and fraud awareness (EI # 069). The DHE's implementation of its equity agenda has driven a shift to virtual professional development for Trustees, and this is expected to continue beyond the COVID-19 pandemic.

Internal Governance

The President, through his designees, identifies institutional needs for faculty and staff and ensures that the number of faculty and staff are sufficient and qualified to meet the institution's mission and goals. In 2018, the President implemented a refreshed administrative structure, introducing three new positions: a Vice President of Academic and Student Affairs (VPASA), an Associate Vice President of Academic Affairs, and a Senior Dean of Students. Currently, Academic and Students Affairs is led by an Interim VP of Student Affairs and an Interim VP of Academic Affairs, pending a search for a replacement VPASA. The President oversees all employees in the institution as illustrated in the MWCC [organizational chart](#). Review of the organizational structure occurs on an ongoing basis and may change in response to retirements, resignations, promotions, terminations, or a particular need that has been identified.

MWCC has developed a new shared governance model. In 2019, the Constitution Revision Committee of the MWCC Assembly voted to create two new academic bodies: the Academic Senate and the All

College Forum, which replaced the College Assembly. In 2017 MWCC began live streaming College Assembly meetings to improve communication across the college. The shift to using Zoom for meetings during the 2020 pandemic has increased attendance at the new All College Forum by 40%. The Academic Senate was subsequently created in May 2019. The first election for Academic Senate positions took place in August/September 2019, and the Senate was fully operational in September 2019. The Academic Senate bylaws outline its standing committees and membership criteria (EI #195). Seats on the Academic Senate are held by faculty, professional staff, a student representative, and an adjunct faculty member. Membership on standing committees includes the addition of administrators/management. The Distance Learning Committee, which was formed as a joint MCCC-MWCC Administration committee, has been renamed the Online Learning Committee and will be adopted as a standing Senate committee in fall 2022.

The Student Government Association (SGA) structure assures that students can provide information to and receive feedback from the President. To facilitate this, a standing item on each SGA meeting agenda includes an update from the President. The Interim Vice President of Student Affairs attends each meeting and serves as the President's representative on the occasions when the President is unavailable.

Articulation agreements between MWCC and other institutions are reviewed periodically for effectiveness, according to the timeline established within the agreement. Similarly, contracts with specific clinical agencies which establish site responsibilities and protections for students are reviewed periodically within the responsible academic division.

Appraisal

Governing Board

The MWCC Board of Trustees supervises the strategic and fiscal operations of the College. The BOT operates according to its bylaws and works closely with the President and the Leadership Team to ensure that the College is fulfilling its mission and is managing its resources efficiently and effectively.

Based on interviews with several Trustees, it appears that the appointment and onboarding experience for Trustees is inconsistent. Experiences ranged from a lengthy interview process to a single phone call. All new Trustees were required to go through a state-wide orientation comprised of a series of training courses prior to commencing their service. Training topics included conflict of interest, fiduciary duty, fraud awareness, open meeting law, principles of effective public contracting for higher education, public records law and a state comptroller's office training (EI #069). Trustees are also invited to attend the annual statewide conference. According to the Trustees with whom the Standard 3 committee spoke, the training provided gave them an in-depth understanding of their role and responsibilities. The training curriculum also needs to address the requirements for evaluating its own effectiveness with an external perspective (per NECHE Standard 3.8).

Prior to each BOT meeting, the President and Vice Presidents send detailed reports about college activities, projects, updates and accomplishments. In addition, Vice Presidents and their staff regularly give presentations to the BOT at their meetings. All members of the BOT can ask questions, and the ensuing discussion regularly includes conversation about deliberative matters prior to voting. BOT members indicated that they are able to establish a comprehensive understanding of college issues because the information provided to them is very in-depth. They voiced a clear understanding of the College's mission and their role in carrying out that mission. They related that their participation in the Strategic Planning process strengthened that understanding.

In-depth discussions about the College's budget and fiscal planning occur in the Finance Committee meetings, which take place prior to the full board meeting. The Vice President of Finance &

Administration (VPF&A) would typically address the College's current fiscal state and its future goals, fielding questions from Finance Committee members. According to the BOT Finance Committee members, these discussions led to changes in long-term fiscal decisions. The VPF&A would then typically share the Finance Committee's deliberations with all Trustees at the next full board meeting.

The MWCC BOT members have backgrounds in business, education, health care, social services, and law, so there is an array of experience from which to draw. The diversity of this group has improved greatly over the last ten years with more women and people of color serving on the Board. As the diversity of the community that MWCC serves continues to grow, a similar diversity among members of the BOT will help to ensure that the Board represents the public interest of North Central Massachusetts. Since the Governor's office appoints BOT members, neither the current BOT nor the President have any control over who is appointed. The Public Education Nominating Council has the [responsibility](#) to "advise the governor with respect to appointments to the board of education, the board of higher education, and all boards of trustees of community colleges, state colleges, and the University of Massachusetts." The BOT recently added members with strong financial management experience, which represents expertise that had been missing.

While the BOT is intended to have 11 voting members, MWCC's BOT currently has 10. The lack of a full complement of board members negatively affects the diversity and the effectiveness of the board. This situation has also made it difficult at times to proceed with meetings because of a potential lack of quorum. President Vander Hooven has communicated the community's concern to the Governor's office and has requested that they appoint an additional members to bring the BOT to its full strength.

As with many other aspects of life at MWCC, the arrival of COVID-19 has had a negative impact on the relationship between the Board and the College community. Since BOT meetings are online, opportunities for the Board to meet with the community have declined. As representatives of the College community, several Trustees indicated that they would like to increase their participation in college activities to improve the BOT's relationship with the students, staff and faculty that they represent. To that end, future meeting materials will highlight upcoming events and opportunities for this type of interaction. In addition, there are plans to improve the onboarding process for new members to allow for a deeper understanding of MWCC and its community.

After a thorough search of BOT Meeting Minutes, the Standard 3 committee was unable to find evidence that the BOT had conducted any self-assessment or self-evaluation since 2007 (EI #056). When this was brought to the attention of several current Trustees, they voiced support for the process and requested a copy of the previous self-assessment instrument. [Additional information](#) found on the state's website was provided to them as well.

Internal Governance

The Ad Hoc Constitution Revision Committee undertook a detailed, multi-year process to build and organize the new Academic Senate and its standing committees with the aim of not only giving members a voice but also assuring that all stakeholders in the College are involved. The Committee's mission is to "provide a deliberative body designed to promote shared governance, transparency, collegiality, and mutual trust among faculty, professional staff, and College administration." The Senate's bylaws outline specific membership, scope, and duties (EI #195). The bylaws have not been approved by any college body (e.g., Leadership Team) except the Academic Senate itself. This approval is expected to be finalized in AY2022-23. To encourage the shared governance model, the Academic Senate President now sits on the President's Leadership Team, and a Senate member sits as a non-voting member on the Board of Trustees.

Concerns were voiced initially about the level of participation by faculty and professional staff members (PSM) in the Senate. At the start of AY2021-22, of the College's 62 full-time faculty members, 32 hold

seats in the Academic Senate and its standing committees, with six holding multiple seats. Of the 60 PSM members at the College, only 10 hold seats on the Academic Senate and its standing committees, with three of them holding multiple seats. Prior to the creation of the Academic Senate, many at MWCC felt that the standing committees were ineffective and had no power. Now that there is a process in place and broader acceptance, it is anticipated that participation will increase with the encouragement and support of academic deans and managers of PSM employees. Participation patterns and changes will be updated and monitored regularly.

Since the creation of the Academic Senate, concerns have also been raised about governance structure, namely the overlap between the MCCC Union leadership and Academic Senate leadership. This has led some at the College to question whether there is sufficient independence between the Senate and the union. The Senate's founding documents, however, make a clear distinction of roles and responsibilities. For example, the due diligence and thoroughness in fulfilling the responsibilities of the Academic Senate is "To advocate for all Faculty and Professional Staff regarding matters outside of the collective bargaining agreement" (EI #195, p. 1). Further, if a Senate member brings a union matter forward in the Academic Senate, it is the role the Vice President of the Academic Senate to "ensure issues relevant to the collective bargaining agreement and Academic Senate are addressed by the appropriate entity" (EI #195).

The Senate's Curriculum & Policy Committee, a standing committee, plays an integral role in the College's internal governance process. The Curriculum Committee was established based on the Academic Senate Constitution and Bylaws under the MWCC Assembly Constitution and Bylaws (2011) (formerly known as the Academic Affairs Committee). The Senate added *Policy* to the charge of this committee after it clarified and modified the functions of that committee. Faculty will continue to manage curriculum in the same way they did prior to the creation of the Senate. Faculty can propose new courses and programs, deactivate obsolete courses and programs, and propose policy changes by moving the proposal from the department to the division and finally to the Curriculum and Policy (C&P) committee. For example, the C&P Committee led debate and worked through refinement and approval of a new co-requisite academic policy and numerous curriculum change approvals.

The Senate and a team from Academic Affairs collaborated on designing a process for course and policy proposal approval that ensures opportunity for submitting proposals, solicitation of broad input and communication, tracking and record keeping, and efficient workflow leading to approval and adoption (EI #195, page 13). This process was formerly adopted by the Senate. A vote is taken at each review step (e.g., Department to Senate to VPAA to President), and other, nonvoting constituent groups (e.g., Admissions; Advising, IT, etc.) are looped in about proposed changes and can submit questions or comments within the workflow. This process is intended to solicit input from subject matter experts and thus ensure that proposals or changes are compatible with college processes, can be supported by college infrastructure, and do not violate current college policies or federal laws and regulations, financial aid requirements, and accreditation requirements. The [Courseleaf Curricular Management Software](#)[™] system is currently being customized to enable efficient digital workflow to support these processes. The system will enable documentation of questions and comments at each step of the process, and proposals can be looped back within the digital workflow for further discussion. If the votes are successful through all stages, the proposed actions move to the Vice President of Academic Affairs (VPAA) and the President for final approval. Once the entire process has been completed, the Registrar makes the appropriate changes to the College catalog. In advance of the Records Office implementing a digital workflow system for the processing of policy and curriculum changes, the Academic Senate created a process for submitting change proposals using online dynamic forms. Proposals can be submitted by any faculty or staff member. This process has effectively and efficiently moved proposals for new and updated policy and curriculum review, commenting, and approvals effectively and efficiently in AY 21-22. Examples of the results of this new process are provided in Standard 4 (Appraisal/Undergraduate Degree Programs).

The Academic Senate is a nascent body, catalyzed and supported by President Vander Hooven. Since then, the Senate has been developing bylaws, procedures, communication systems, and refining the very notion of shared governance where there had been none before. The Academic Senate has not implemented procedures for regular and systematic review of governance structure and processes. The next steps for the Senate to be fully functional include improvements in the following areas: communication (e.g., posting of meeting minutes by Senate and all college-wide committees), stronger participation of professional staff members, and formal adoption and dissemination of the bylaws and self-assessment processes.

Strengths	Challenges
Governing Board	
• Recently improved racial diversity and range of expertise (especially financial management experience) of BOT membership • Have established a strong, functional foundation for participating in shared governance • Organizational structure and processes are in line with efficient approval processes	• The BOT does not consist of the full complement of appointees, and we must advocate for these appointments • Must continue to advocate for fortifying the diversity and range of expertise
Internal Governance	
• Successfully established structure and processes for effective shared governance • Finalizing procedures for curriculum and policy approval workflow and for communication / transparency • Robust faculty engagement and strong support from MWCC administration	• Need to broaden participation, particularly with regard to PSM and front-line staff participation • Senate needs to promote transparency by posting minutes on intranet/internet • Senate needs to establish a regular evaluation and improvement process

	Projection	Responsible Person	Time Frame
1	Advocate for formally codifying in the BOT's bylaws the importance of diversity among the members of the BOT to reflect the community that MWCC serves	President and LT BOT DEI Team	1-2 years
2	Develop plans to improve communication among college, BOT, committees, and leadership	LT HR Academic Senate	1-3 years
3	Support public participation opportunities for BOT with college community; invigorate public meetings and deepen committee work	LT BOT	2-5 years
4	Review expectations for faculty service and PSM availability in order to explore strategies/models and to develop plans to enhance broader participation of faculty and staff in governance (e.g., communicating with supervisors about the importance of strong governance).	Senate LT Deans	1-3 years
5	Formalize charge, scope, and transparency expectations of college-wide, non-Senate committees (e.g., Enrollment Management Committee; OER committee)	LT	1-3 years
6	Expand opportunities for faculty and professional staff to attend in person or virtual professional development and training	Teaching & Learning Committee Center for Teaching and Learning IVPAA	2-5 years

Standard 3: Organization & Governance (Board & Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

Website location of documentation of relationship

Governing Board

By-laws

Board members' names and affiliations

Board committees *

?	Finance and Audit Committee
	Nominating Committee

Major institutional faculty committees or governance groups*

Academic Senate

Major institutional student committees or governance groups*

Student Government Association

Other major institutional committees or governance groups*

Leadership Committee

AFSCME

DCE MACER

MCCC MACER

MWCC Organizational Chart

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Commonwealth of Massachusetts

<https://www.mass.gov/info-details/overview-of-mount-wachusett-community-college>

Website location

https://mwcc.edu/wp-content/uploads/blogs.dir/1/files/2011/10/Trustees_BY-LAWS_3-11-13.pdf

<https://mwcc.edu/about-mwcc/leadership/board-of-trustees/>

Website location or document name for meeting minutes

<https://mwcc.edu/about-mwcc/leadership/board-of-trustees/>

<https://mwcc.edu/about-mwcc/leadership/board-of-trustees/>

Website location or document name for meeting minutes

See Evidence Inventory #195

Website location or document name for meeting minutes

<https://mwcc.edu/wp-content/uploads/2020/06/SGA-By-Laws-Amended-April-2020.pdf>

Website location or document name for meeting minutes

<https://mwcc.edu/about-mwcc/leadership/team/>

<https://mwcc.edu/about-mwcc/offices/hr/policies/>

<https://mccc-union.org/local-contracts/dce-contract-2016-2018/>

<https://mwcc.edu/about-mwcc/offices/hr/documents/>

<https://mwcc.edu/about-mwcc/offices/hr/policies/>

Standard 3: Organization & Governance (Locations & Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

			Enrollment*		
	Location (City, State/Country)	Date Initiated	2 years prior (FY2020)	1 year prior (FY2021)	Current year (FY2022)
?	Main campus	Gardner, MA	3,057	618	1,633
?	Other principal campuses				
?	Branch campuses (US)				
?	Other instructional locations (US)	Leominster Campus (Leominster, MA)	908	176	282
	Other instructional locations (US)	Devens Campus (Devens, MA)	318	4	0
	Other instructional locations (US)	Dental Program (Fitchburg, MA)	32	22	40
	Other instructional locations (US)	Off-site	313	217	338
	Other instructional locations (US)	North Central Correctional Institute (Gardner, MA)	57	15	55
	Other instructional locations (US)	Massachusetts Correctional Institute (Shirley, MA)	45	38	28
	Other instructional locations (US)	Automotive Technology Center (Gardner, MA)	n/a	42	38
?	Branch campuses (overseas)				
?	Other instructional locations (overseas)				

Educational modalities

			Enrollment*		
	Number of programs	Date First Initiated	2 years prior (FY2020)	1 year prior (FY2021)	Current year (FY2022)
Distance Learning Programs					
Programs 50-99% on-line	47	2004	459	394	1,832
Programs 100% on-line	11	2004	1,279	1,039	810
?	Correspondence Education	n/a			
	Low-Residency Programs	n/a			
	Competency-based Programs	n/a			
	Dual Enrollment Programs	4	164	335	323
	Contractual Arrangements involving the award of credit	n/a			

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Site enrollments are unduplicated at the site but not unduplicated overall because student take courses at multiple sites. Dual Enrollment is for all high school students in credit courses. There are two dual enrollment programs which have a path to an award, however the majority of students enroll in individual courses. Distance program enrollments are for students enrolled in programs which met the criterion, but that does not mean all students were taking the courses in a distance or online modality.

Standard 4: The Academic Program

Description

Mount Wachusett Community College offers 47 undergraduate degree programs (Associate level) and 24 certificate programs designed to prepare students for the workplace and/or transfer to a four-year institution. The [academic degree- and certificate programs](#) are organized under four Schools in the [Division of Academic Affairs](#): 1) Business, Science, Technology, and Math (BSTM); 2) Health Professions, Public Service Programs, and Social Sciences (HPPSPSS); 3) Liberal Arts, Education, Humanities, and Communications (LAEHC); and 4) Nursing. A comprehensive list of all degree programs, certificates, and other non-degree options is found in [this page of the MWCC College Catalog](#). The academic deans of each school administer the respective credit-bearing degree programs, certificates, and instruction at all locations, across all modes of study, and in [Early College/Dual-Enrollment](#) programs. The Mount also offers a fully accredited [Honors Program](#), international education through [Study Abroad](#), the Second Chance Pell program for incarcerated students, and robust [Civic Engagement/Service Learning](#). Full descriptions of each degree and certificate program, along with student learning outcomes, are published in the college's [catalog](#). Learning outcomes assessment is covered in detail in Standard 8.

Currently, MWCC offers 12 programs which can be completed [online](#): six Associate degree programs - Business Administration, Business Administration – Career, Business Administration – Accounting Concentration, Fire Science, Interdisciplinary Studies, Liberal Arts & Sciences, and Legal Studies; and five certificate programs - Business Administration, Accounting/Bookkeeping, Paralegal, Software Support, and IT Support Specialist. Most majors and concentrations (excluding healthcare) and the General Education curricula regularly schedule a substantial offering of online courses; in FY2021, for example, 37 programs offered at least 50% of the courses online. In fall 2021, 1,334 students were enrolled in asynchronous courses while 1,882 were in-person (DFF 4.1). MWCC is authorized to offer online courses nationally by the National Council for State Authorization Reciprocity Agreements (NC-SARA) and by NECHE (EI #259 & #254).

MWCC publishes [Student Learning Outcomes and Technical Standards](#), as well as program completion requirements, for each program it offers in the college Catalog. Students and prospective students can also access information on transfer credits, articulation agreements, and alternative methods of credit award as well as policies on academic standing.

Every major includes sequenced levels of courses (at the associate degree level) with identifiable admissions criteria for selective programs, as well as prerequisites, co-requisites, and progression. Most programs include a capstone course that focuses on synthesizing the knowledge and skills gained through the program. Each major has clearly articulated program student learning outcomes (PSLO) and competencies, which are linked from the program's page in the course catalog (see [Chemistry](#), for example). Transfer-track majors include the [MassTransfer](#) core as well as specialized courses in the subject area. These programs are designed to allow students to transfer seamlessly into a four-year degree program enabled by [transfer agreements](#) with 24 regional colleges and universities.

Career track majors are focused on preparing students for job opportunities upon graduation. These may be in areas where four-year degrees are not customarily required for employment (e.g., automotive technology; dental hygiene) or in fields that have varying entry-level requirements (e.g., graphic and interactive design). Career track programs, as well as many transfer programs, have advisory boards that include representatives in the appropriate professional field. Some curricular areas have both transfer and career tracks (e.g., early childhood education).

Non-credit certificates are offered through the [Division of Corporate, Career, and Continuing Education](#). Programs offered include Adult Education (e.g., Testing Services; ESOL; MassSTEP), the Center for Corporate and Professional Education; Community Education/Lifelong Learning and Personal Enrichment, and Workforce Access and Education (e.g., CNA, EMS/EMT; Advanced Manufacturing; Child Development Associate; and skills-based training). The Division was recently selected to lead the development and administration of the statewide [MassLinks Adult Education Online Academy](#). The Division is beginning to work collaboratively with Academic Affairs to build seamless non-credit to credit pathways to enable learners to progress more efficiently toward the Associate degree.

Assuring Academic Quality

All credit-bearing courses and instructors are overseen by School Deans, including all online courses and those offered through Early College and Second Chance Pell. All full-time and adjunct faculty are directly supervised by the respective School Dean. Department Chairs are responsible for leading the departmental faculty in curricular matters, program evaluation, continuous improvement efforts, and for shepherding curricular changes through the internal governance process. Adjunct faculty are evaluated via student course evaluations every semester (a new online system is under review by MCCC). Full-time faculty are evaluated by students in the fall semester per the MCCC contract. Online courses are evaluated only on the third time of teaching the course. MWCC is a member of the State Authorization Reciprocity Agreement (SARA), which establishes national standards for the interstate offering of distance education courses and programs (EI #164). Online courses follow the same semester calendar as face-to-face courses and are scheduled and overseen by School Deans and address the learning outcomes as guided by departmental faculty. The Blackboard LMS is used to communicate course information, work expectations, and assignments to students, and is an effective, industry-standard tool for this work.

As mentioned in Standard 3, curricular changes must be approved first by the faculty of the department offering the program, then by the School in which that program is housed, followed by other Schools that might be impacted by the change, and finally by a college-wide Curriculum and Policy Committee of the Academic Senate that is comprised primarily of full-time faculty (EI # 195). Each step of the process allows for discussion of- and feedback on the proposed change. Final approval of any changes rests with the AVPAA and the President.

MWCC has a tradition of incorporating internal and external reviews to encourage and inform changes in its academic programs and majors. All program additions and closures are approved by internal governance processes and the Massachusetts DHE. Programs undergo several regular types of reviews. Annually, each program provides an update to its academic dean, which includes the perspectives. The 2012 decennial accreditation report to NEASC noted the lack of an external perspective in academic program review, and this was embraced by the College. In 2018, the Academic Program Evaluation Process was revised by the Office of Academic Affairs and academic department chairs to include an external reviewer as a required element of the 5-year review process. The process engaged feedback from students, faculty, graduates, and advisory committees, as well as a review of enrollment data to systematically assess effectiveness and solicit guidance from employers and external reviewers. These comprehensive data have provided insight into program improvements in curriculum, equipment, and staffing needs of departmental faculty as well as its advisory board. At least once every five years a program undergoes a more in-depth program review which addresses enrollment trends, assessment information, advisory board feedback, student feedback, and other areas relevant to the program.

Program reviews and learning outcomes assessment represent the major tools for assuring academic quality of programs and courses. Two types of program reviews are led by department chairs, a basic one that occurs annually, and an in-depth review that takes place once every five years (EI #047). In both, consideration is given to regional needs, transfer requirements, expertise and capacity of the faculty, and student demand for the program under review. Any changes to an academic program begin

in this review process. Program and curricular changes are approved through the internal governance review process for all programs across all modes and campuses. The addition or deletion of a program must be approved through the internal review process and by the Massachusetts DHE. In anticipation of changes in degree requirements, students and academic staff (e.g., advisors, admissions, faculty) are informed in advance. If a program is eliminated, currently enrolled students are [provided information in writing about the timeline and teach-out process](#).

The Annual Program Review process requires that programs provide two to three examples of how the results of student learning assessment were used to improve student learning. Goals were developed using feedback from the Academic Dean supervising the program and are discussed in department meetings during the subsequent academic year. Programs that are accredited or approved by an external entity follow the review cycle and assessment activities established by that accrediting body. Other programs conduct a variety of assessments and report results in their annual and five-year Program Reviews. In the 5-year Program Review a broad array of assessments using data provided by OIRA includes enrollment, retention, graduation, transfer and employment. Program reviews also include student surveys, student learning assessments, and self-reflection are used to analyze student learning, student success and program quality (EI #047). Program review findings are combined with recommendations from the Dean, the VP of Academic Affairs, and an outside evaluator to generate a plan for continuous improvement (EI #034).

In order to improve the student experience at MWCC, academic deans and department chairs annually review program data to assess the outcomes of the program's graduates; student learning in the program via student artifacts; and individual student feedback. Through reviewing these pieces of evidence about a program, MWCC has made significant changes to the developmental math sequence and has developed and implemented comprehensive retention services through the Learning Success services tailored for developmental math students.

Faculty hiring was also informed by program reviews. For example, during the 2020-2021 academic year, a new faculty member in Allied Health was hired in response to the 2019 academic program review. Creation of a non-instructional program director position was established in the Veterinary Technology Degree in response to a recent reaccreditation report. In the 2021-2022 academic year, six full time faculty were hired in critical areas, and the recruitment of 14 more full time faculty is underway for academic year 2022-2023. Most of these new hires were driven by the need for curricular leadership (e.g., Chemistry; Natural Resources; Accounting; Human Services); or accreditation requirements (e.g., Nursing; Vet Tech; Dental Assisting and Hygiene; and Substance Abuse Counseling).

Learning outcomes assessments are used to ensure an effective system of oversight for assuring instructional quality, including syllabus review, faculty-generated tests, classroom observations, and student course evaluations. Processes to assure the quality of academic programs, as well as the appropriateness of the curriculum and course content to the field of study, include curriculum committee reviews and feedback, annual and five-year program reviews, student performance in board exams, and annual advisory board meetings. Elaboration of the assessment of learning outcomes is provided in Standard 8.

[Admission criteria](#) are clearly stated in the catalog and [college website](#), including the need to meet specific program technical standards and selective program requirements. To be considered in [good academic standing](#), students receiving federal Title IV financial assistance are required to earn at least 67% of all credits attempted and complete their program in at least 150% of the normal time with a required minimum GPA (i.e., as specified by college- and selective program standards). Admissions criteria and processes are elaborated in Standard 5.

Given that MWCC courses and off-site clinical training are offered in other locations in the region, written agreements with, for example, property owners, hospitals and clinics, auto dealerships, or partner

agencies are maintained in good standing. These strong relationships enable reliable academic delivery, appropriate oversight, and quality of services.

Instructional support is provided through professional development activities for faculty, including funds for travel, subscriptions/professional memberships, and engagement with professional staff (e.g., instructional designer), national speakers, and consultants. In addition, supplemental instruction is provided by librarians, embedded academic support specialists, and subject matter expert tutors. Department Chairs and Deans review syllabi each semester and provide feedback for continuous improvement. A new course development guide for online courses (EI #219), along with robust faculty development resources and programming will align with the [Quality Matters](#) Rubric for online course design and development best practices (MWCC became a QM Institution in 2022). A new online course review and approval process sets a new benchmark for quality assurance in online learning. Through the nascent Center for Teaching and Learning (CTL; EI# 206), the expectation is that dissemination of best practices and investment in faculty professional development will strengthen learning design and instructional delivery. MWCC utilizes iConnect as the common portal for students, faculty, and staff to access all core systems that offer specific content for each user, including the Blackboard LMS. Each user is given a unique ID and password to access core systems in iConnect including learning resources and student services.

Information literacy is supported by the Research Skills Database Tutorials, delivered both in person and via virtual instruction. The Tutorials sequence is required for all English 101 courses. Together, the Tutorials along with the Library's information literacy services support both the *Research* ISLO (EI #109) and the Association of College and Research Libraries Information Literacy Frameworks and Standards. Librarians were involved in the creation of a Research Rubric in support of MWCC's Research ISLO (EI #137).

Undergraduate Degree Programs

MWCC offers a range of high-quality [associate degree programs and postsecondary certificates](#) to meet the educational needs of the North Central Massachusetts region. MWCC's faculty and staff strive for academic excellence and pursue continuous improvement in the College's academic programs through regular review processes. New programs and curricular alterations to existing programs are approved through an internal governance process and are informed by both program reviews and advisory board input. Learning goals for each program are clearly articulated, available in the college catalog, and aligned with ISLOs. Each associate's degree program includes one of three general education cores to ensure breadth of knowledge (see Standard 8 for full elaboration of ISLOs).

The College also relies heavily on market research (e.g., using [Lightcast Analyst](#), Gray's Associates (EI #255), Bureau of Labor Statistics, and regional workforce development initiatives such as the Massachusetts Regional Blueprint (EI #162) and local advisory boards to inform strategic direction. As a component of the analytics required in MWCC's Perkins grant, we provide an annual Comprehensive Local Needs Assessment (CLNA) report (EI #257), which gives a vivid snapshot of regional workforce needs. Academic Affairs is now working closely with the Division of Workforce Development and Lifelong Learning to build coherent and seamless pathways from non-credit certificate programs to credit-bearing academic programs. In response to rapidly intensifying demand from community partners (namely car dealerships) and the Auto Tech Advisory Board, we are investing heavily in the Automotive Technology Certificate and Degree Programs. We are strategically growing this program by submitting an NSF proposal to equip the faculty with new (and rare) skills and to equip the facility (now owned by the MWCC Foundation) with leading edge technology to prepare students for careers as E-vehicle technicians, deepening partnerships with dealers and manufacturers. To support this expansion, we hired two new full-time faculty to expand instructional and supervisory capacity and to build the E-vehicle curriculum.

MWCC's programs are intended to meet a range of student goals, from associate degrees that prepare students to transfer to a four-year institution or to enter the workforce; to certificate programs that allow students a more rapid pathway to enhance their employment options in professional fields that may not require a degree; to dual enrollment and early college programs that help high school students begin their college career early. Each is designed to include specific content in the major or field of study as well as general education courses that ensure breadth of learning.

In addition to degree programs, the [MWCC Commonwealth Honors Program](#) offers approximately one to two courses per semester, 15-20 embedded honors projects, and serves approximately 45 students annually (EI #225). The program is part of Massachusetts's integrated Commonwealth Honors Program and is accredited by the Commonwealth Honors Program Council and the DHE.

Early College initiatives across Massachusetts are among the state's highest educational priorities, speaking directly to the MA BHE [Equity Agenda](#) by directly impacting the number of students from underserved backgrounds accessing higher education. The Division of Access & Transition is responsible for offering the College's seven distinct [early college programs](#), which provides opportunities for area high school students to take college courses during their junior and senior years, while also delving into career exploration and internship opportunities. All courses offered through early College programs fall under the auspices of Academic Affairs and are approached like any other credit-bearing courses in terms of learning outcome alignment and assessment of learning (as explicated in Standard 8). MWCC's offsite dual enrollment and early college programs follow the same policies and processes as all onsite programs, with MWCC faculty teaching courses at partner high schools. The recruitment, onboarding, and supervision of faculty teaching in Early College programs is provided by the respective School Dean, and department chair review syllabi each semester. Students registered for dual enrollment courses are verified as eligible through multiple measures, Accuplacer, and/or independent transcript review. Identity is verified with high school guidance offices through the State Assigned Student Identifier (SASID).

MWCC is one of the first institutions in the Commonwealth to offer the Second Chance Pell program to incarcerated students in its community (EI #048). This program was developed because of [College-in-Prison research](#) which suggests that high quality, in-prison education is key to improving many long-term outcomes for incarcerated people (Vera Institute's "[Making the Grade](#)" Report (EI #258). In partnership with North Central Correctional Institute-Gardner (NCCI) and Massachusetts Correctional Institution-Shirley (MCI), offers incarcerated students two certificates, Business Administration and Accounting/Bookkeeping, and up to 40 college credits. The program adheres to all academic policies in place for MWCC, and the faculty are supervised by the respective School Dean. Courses are offered on-site with support from the Director of Correctional Programs and the Department of Corrections (DOC) education team. The program is set up in cohorts of 16-18 students. To date, the Program has delivered instruction to 14 cohorts with a total of 219 students.

The program was on hold during COVID-19 lockdown from spring 2020 through spring 2021 as faculty were not allowed access to the facilities, and incarcerated students are not allowed internet access to work remotely on their coursework (synchronously or asynchronously). COVID has impacted the planned course schedule since the College has had to pause semesters and not run summer semesters.

In FY2022 after regaining access to the facilities, students have been able to restart their programs and we anticipate an additional 15 graduates by August 2022. Table 1 provides headcount and certificate completions by fiscal year.

Table 1. Second Chance Pell Headcount and Certificates Awarded by Fiscal Year

Site	2017	2018	2019	2020	2021	2022
Unduplicated headcount in the fiscal year	34	81	76	102	59	42
Certificates awarded	n/a	22	15	23	2	21

In the summer of 2021, MWCC piloted a [Dual Language Program](#) which offers a certificate in Business Administration, allowing Spanish-speaking students to complete a certificate with most content courses being offered in a bilingual format alongside co-requisite ESL courses. The design of this program allows students to participate in college-level work and progress toward certificate completion while improving their English proficiency at the same time. The content courses have the same learning outcomes as the others offered in an English format. The ESL courses offered in this program are specifically designed to develop the vocabulary and language of the classes that they accompany. Content faculty and ESL faculty collaborate to ensure that the content will be covered effectively in both languages. This program was intentionally designed to respond to trends in our regional demographics and to align closely with the college's mission of serving the changing needs of the communities we serve. The program's bilingual graduates will emerge biliterate, and upon completing the program can matriculate in MWCC's standard (English language) associate degree program and apply credits earned that can be stacked from with the certificate program.

General Education

Between 2012 and 2015, the College reevaluated its general education competencies. Through these efforts, the faculty and staff approved a new version of the general education competencies and decided to rename them the [Institutional Student Learning Outcomes](#) (ISLOs). The ISLOs are designed to assess the graduates' competencies in analysis, communication, creativity, engagement, and research (EI #137).

[Assessment of student learning](#) is an ongoing process that occurs at the institution-, program- and course levels. Five [Institutional Student Learning Outcomes \(ISLOs\)](#) define the requisite skills students will acquire upon graduation from MWCC: *analyze, communicate, create, engage, and research*. Through their program of study, students will acquire subject matter knowledge that aligns with transfer track programs and established career expectations for entry-level employment in their chosen field, as well as their individual course learning outcomes. Course-level SLOs align with the relevant program or department outcomes and are communicated through the syllabus. Program-level SLOs align with the five ISLOs and are communicated on program sheets in the college catalog. Programs assess the program-level outcomes and ISLOs in either a capstone course or other appropriate courses (EI #138). Career programs also have capstone courses, but transfer and licensure programs, which do not include a capstone course use, instead, the curriculum map to indicate where the program and ISLO assessments align. Career electives are intentionally designed to ensure students are acquiring the skills that are required for entry into their chosen profession, providing them with a competitive edge when entering the workforce. The establishment of the ISLOs paves the way for deep assessment of learning across the curriculum. Processes and results of academic assessment are covered in detail in Standard 8.

All undergraduate degree programs introduce broad areas of human knowledge and inquiry by including one of three [general education core curricula](#) in their design and implementation. The specific general education core curriculum that a student completes is dictated by their degree program. All three of these academic cores are inclusive of the arts and humanities, the sciences and mathematics, and the social sciences. The material included within these core curricula provides graduates with the college-level "skills, knowledge, and intellectual understanding they need to function effectively in a dynamic, complex,

and interdependent world.” Learning outcomes in online courses align with the same competencies and expectations as those offered in-person on one of the MWCC campuses or instructional sites.

The Major or Concentration

In-depth mastery of at least one disciplinary or interdisciplinary academic area is satisfied by the completion of an academic program’s specific and coherent curriculum, which is driven by learning outcomes established by departmental faculty and approved by the Academic Senate. Curricula, course sequencing and progression, and assessments are created and maintained by faculty experts in the respective field, and informed by external advisory boards, accrediting bodies, transfer institutions, and the labor market.

Many programs require a capstone course with an embedded summative assessment. These capstones provide a means to assess student learning using a single artifact or collection of artifacts and are intended to measure both program- and institutional learning outcomes. Examples of these classes include the [Interdisciplinary Capstone Class](#) and [Advanced Writing and Research](#).

Student participation in service learning or internships provides faculty with another means for assessing student achievement and integration of learning while also providing students with an opportunity to gain real-world experience prior to graduation. According to the MWCC Brewer Center for Civic Learning & Community Engagement, in 2018-19, 444 students (9.4% of the student body) volunteered for over 5,200 hours of service to the community. Additionally, 482 students (10.2% of the student body) participated in service learning, completing over 7,200 hours of service in the region. In addition, the College recently (i.e., 2019) expanded learning opportunities internationally. Seven students plus MWCC staff traveled to Costa Rica for a week-long service trip where they completed 679 hours of service in seven days.

Transfer Credit and Integrity in the Award of Credits

The faculty and administration of MWCC maintain clear authority over the integrity of the academic programs, including the award of credits and transcription of credits via transfer in accordance with standard practices of the Commonwealth’s Community College system. All Associates level programs require at least 60 credits to attain the degree. Information on admissions criteria, transfer policies, pre-requisites and co-requisites, and degree completion requirements are all published on the College website as well as in material shared by Admissions and by the Advising, Career, and Transfer center.

Many students enter MWCC with credits from a range of sources. The maximum number of credits accepted as transfer credits is 50% of the degree (30 credits for most programs). This applies to credits from any source, including transfer credits as well as prior learning assessment (PLA) / credit for prior learning (CPL). Credits earned from other regionally accredited institutions of higher education are reviewed using the [Transfer Evaluation System \(TES\) database](#). If a student transcript includes courses that are not listed in the TES database as having established MWCC equivalencies, the course is reviewed by the academic dean, who may [consult with faculty](#) in the content area before making credit transfer determinations. PLA/CPL credit awards can be based on standardized exams, such as the AP or CLEP, or based on recognized professional credentials such as Certified Nursing Assistant and Child Development Associate. Prior learning credit can also be awarded based on the review of an individualized portfolio. For this process, a student prepares a portfolio of work that demonstrates prior college-level learning through experience; this portfolio must align with student learning outcomes of a specific course. An MWCC faculty member and Dean in the respective content area reviews and assesses the student’s portfolio.

Additionally, the statewide [MassTransfer](#) agreement determines course equivalencies for many courses. These equivalencies were established by statewide groups of faculty and include attention to learning outcomes for each course, which must be consistent. Some students enter with credits through

articulation agreements with regional technical high schools through [Chapter 74-approved vocational technical education programs](#). Additional [transfer agreements](#) exist between MWCC and private institutions in the region, including Amherst College, Elms College, Rivier University, and Springfield College.

Appraisal

Assuring Academic Quality

In the past two years, college governance processes have approved a range of continuous improvement measures that were informed by program/curriculum review. For example, the Medical Assisting program has undergone curriculum and sequencing updates to align more closely with the needs of the medical assisting field, to use the certificate as a “ladder” with the associate degree program, to strengthen general requirements, and to meet certification and accreditation needs. New program development also emerged from program review findings. New, standalone AS degrees in Biology, Chemistry, Physics, and Pharmacy replaced concentrations embedded within Liberal Arts and Science. Also, starting in the 2022-2023 academic year, students can declare a Secondary Education Pathway in Biology, Chemistry, English, General Science, History, or Mathematics as part of an articulation agreement with Fitchburg State University. Governance approved a new 28-credit STEM core in 2019, which better aligned the general education requirements with degree pathways. Governance also worked through approval of a new School of Nursing in recognition of its size and need for disciplinary autonomy (Nursing had been housed under the School of HPPSPSS until 2021). Throughout each curriculum cycle, each School reviews current active courses and typically deactivates any courses that have not been offered in recent years. It is also typical for academic divisions to develop new courses that will increase options for students within specific programs or add new courses as a result of a program review.

Program reviews have been instrumental in catalyzing vital improvements in programs in terms of curriculum and staffing. For example, program review of the Interdisciplinary Studies Allied Health program (2019), which revealed that this interdisciplinary program needed strong leadership due to low graduation rates, led to the hiring of a full-time faculty to serve as program chair. In response to the program review completed in Criminal Justice in 2021, MWCC elected to no longer maintain its status as Police Career Incentive Pay Program (PCIPP-“Quinn” Bill); this change allowed for graduates of the Massachusetts State Police Academy to apply six PLA credits. The review of the Honors Program (2021) prompted a large set of actions to clarify the curriculum and to integrate the program into the fabric of the college through increased connectivity with college offices, expansion of the curriculum, and more visible presence across the campus. An important change that emerged from the review was to offer more honors sections of general education courses. As a result, the college invested in faculty development for supporting the modification of existing courses into honors sections. In 2019, the Graphic and Interactive Design program completed a program review, which led to improvements to the lab space as was strongly recommended by the advisory board and external reviewer as well as curriculum changes and updates in this rapidly changing field. Examples of recent program reviews are found in Evidence Inventory #047.

The college recently launched a broadly interdisciplinary Strategic Academic Program “Think Tank,” which is charged with generating the decision-making intel about new programs to explore and which existing programs need strategic investment. The work of this group springs from and aligns with the new Strategic Plan and Operational Plans. The establishment of official channels for this group to advocate for directional shifts in academic programs is currently under development.

For all online courses, course development and instruction are provided by MWCC faculty. New online course approval, design, development, and review processes are being finalized in collaboration with Online Learning Committee (a joint Academic Senate-Administration committee). These quality assurance measures will be implemented by the Director of Learning Design and Technology and the

Instructional Designer. The new processes are under review by the Academic Senate, and the expectation is that full implementation of the review/approval process will be in place for the fall 2022 semester. One of the challenges to elevating standards across the curriculum emerges from the contractual roadblocks for full implementation of a review process for all *existing* online courses, as the new review processes will only apply to new course development.

The effort to elevate all online offerings is a high priority for Academic Affairs and the new Director of Learning Design and Technology. This work entails a commitment to working closely with faculty and supporting professional development to foster instructional excellence and a positive and consistent learning experience for students in all online courses. Academic Affairs has committed to elaborating professional development in online pedagogy and learning design and dissemination of best practices. Academic Affairs will also co-lead the establishment of new standards for online course development in partnership with the faculty. In order to increase accessibility and student engagement and to provide rich faculty development opportunities, improvements are underway, including onboarding contemporary software (e.g., Articulate 360, Panopto, major update to Blackboard) and elaboration of the Center for Teaching and Learning, which is led by the Director of Learning Design and Technology. To continue to assure the quality of all online offerings, it is critical that the internal governance processes lead the dissemination and institutionalization of contemporary best practices in online instruction and support needs assessments among online students and faculty.

Well before the COVID-19 pandemic, MWCC offered a good selection of online learning options to students. Online Learning at MWCC grew dramatically during the COVID-19 pandemic, which saw more than 75% of its classes move to an online format. Faculty were provided with stipend funding to transition face-to-face courses to an online format. As we move back to offering more on-campus instruction, the successful implementation of and continued demand for online courses will drive a robust offering of online sections and a more intentional approach to developing and offering more online courses across the curriculum.

Undergraduate Degree Programs

Some recent 5-year programs reviews illustrate how findings from program reviews catalyzed significant programmatic improvements. As part of the program review process, the advisory board for Computer Information Systems (CIS) suggested that the CIS program align more clearly with rapidly changing industry standards (EI #047). In response, Computer Science was made available both as a degree program and as a transfer-track degree in Computer Information Systems (CIT). Further, CIS added two certificates to its offerings: Cyber Security and Software Support. In the case of the Legal Studies Program, the catalyst for curricular change came from an investment in faculty professional development in using active learning strategies. Based on this shift, along with student evaluations that demonstrated the desire for online courses, the program was subsequently converted into an online format. Notably, the shift to online mode of delivery resulted in an increase in both practicum and internship placement opportunities for Legal Studies students (EI #047). In response to input from its advisory board and an analysis of the region's workforce demands, and with approval of its external accrediting body (EI #047), the Dental Assisting curriculum was compressed from a 16-month to a 12-month program, the clinical equipment in the Dental Assisting clinic was updated, and the program has launched a new position of Faculty Coordinator for fall 2022.

The program review process also catalyzed structural changes in the sciences, including the development of Biology, Earth and Environment Sciences, Chemistry, Physics, and Pre-Engineering as stand-alone academic departments and degree programs (i.e., new majors to replace concentrations in Liberal Arts & Sciences) that are more readily transferable and fit more cleanly into an articulated major at a four-year institution. New programs such as the Veterinary Technology Program (EI #248) and the Paramedic Program (EI #230) were developed based on strong demand from community agencies and advisory boards which identified a workforce need and advocated for MWCC to fill this gap. The

preliminary AVMA CVTEA accreditation review for the Veterinary Technology Program indicated our need for a non-faculty Program Director (EI #268), a position that was filled Summer 2022 by moving the Department Chair into this role and hiring a new full-time faculty member. The Nursing accreditation review (ACEN) reaffirmed the accreditation of the ADN and LPN programs (EI #226). This positive review recognized the improvements made to the Nursing programs since the last review and catalyzed the hiring of three, new full-time Nursing faculty for fall 2022 (adding to the two new full-time faculty hired in the spring 2022 term).

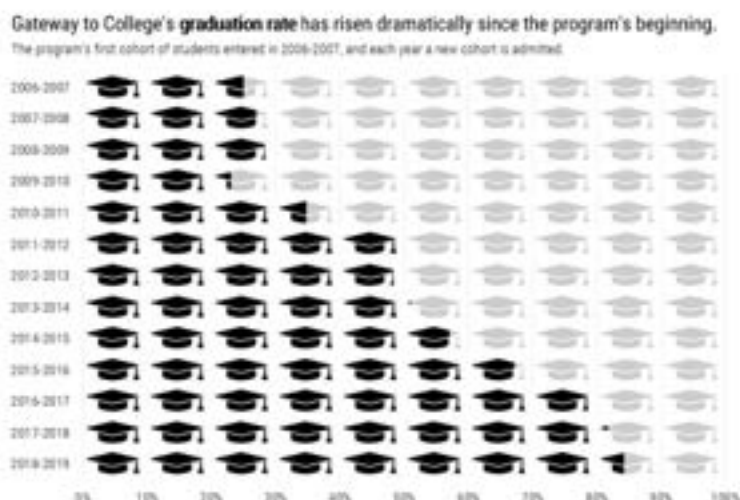
The closure of a program is also a possible outcome of the 5-year program review. The Biotechnology and Biomanufacturing Program was closed out after its 2016 review. The external review portion of the review revealed that employers in this industry expect entry-level workers to have at least a four-year degree. Similarly, Complementary Health Care, Medical Laboratory Technician, and Health Information Management were also eliminated as majors after the 5-year program reviews found the programs' recommendations to be unsustainable for the College (EI #047, #146, #147). While program reviews can result in the closure of a program, the most frequent catalyst for exploring closure is low enrollment rates. MWCC does not have an internal process that determines when a program should be closed and does not have a process for evaluating the actual cost of a particular program. Rather, program reviews (which include consideration of enrollment trends), in concert with workforce trends and community needs, are considered holistically in making such a determination. When a program is recommended for closure, MWCC submits a proposal to the DHE following its guidelines, and the DHE must approve the request (EI #146 & 147).

While low enrollments can lead to program closure, high enrollments are a valuable measure of success, as in the case of the Early College program. In 2021, Early College students from Fitchburg High School Early College program had 63.8% of students enroll in a college after high school graduation compared to 33.2% of the school peers. For the 2021 Gardner High School Early College program, 78.6% of students enrolled in college after high school graduation compared to 39.8% of their school peers. Data collection over the last 10 years in the [Access and Transition](#) office offers a wealth of information about the effectiveness of this program (EI #134, 135, 224). Broadly speaking, of the 65.3% of the students served by the MWCC Access and Transition programs, 33.5% matriculate to MWCC and 31.8% enroll at another institution (EI #025). The Early College program supports low-income and first-generation students in pursuing higher education (which has been shown to increase rates of employment and economic success for students). It is thus a direct service to our mission, as well as a priority of the Commonwealth (which allocated \$19 million dollars for dual enrollment and Early College programming for FY2023).

Since 2019 over 400 students per year (between 412 – 469) take advantage of dual enrollment and early college programs to begin their college career while still in high school. Currently, the dual enrollment population represents 12% of the entire student body at MWCC through the seven different programs offered. AY2018-2019 had 5,143 credits earned, and the most recent year saw only a slight decline from that, at 4,804 (EI #133). The 3-year average course completion rate for AY2018-19 through AY2020-21 was 91.3%.

The graduation rate for MWCC's Gateway to College program has steadily increased since its inception, as shown in Figure 2.

Figure 2. Gateway to College Graduation Rate



Since FY2017, MWCC has participated in the Second Chance Pell program in partnership with the [VERA Institute of Justice](#). The VERA Institute is a think-tank/advocacy non-profit that supports programs to help end mass incarceration; they provide analytics and assessment of program effectiveness for all participating institutions, including student retention and success metrics, in order to ensure program progress and success. The first cohort starting in spring 2017 had a 67.6% graduation rate, the fall 2017 cohort had a 100% graduation rate, and the spring 2018 cohort had a 61.6% graduation rate. These rates far exceed the MWCC overall IPEDS 150% graduation rate of 26% for the fall 2017 cohort. As of May 2022, a total of 83 have graduated and 5 released students have enrolled at MWCC. The consistently excellent success rates of the MWCC Second Chance Pell program demonstrate that the investment in incarcerated students pays off, supporting both their success and that of the region.

Moving forward, it will be important for MWCC to implement a process for assessing a program's costs, potential revenue, and growth potential, MWCC in order to balance investment in programs and their cost/revenue balance across departments and Schools with the larger goals laid out in the Strategic Plan. The Office of Resource and Strategic Initiative Development plays a critical role in securing grant funding to enhance programs at the College, but there is room to strengthen how the College plans and coordinates institutionally for the long-term sustainability of programs and majors beyond grant-funded opportunities. Access to program costs and revenue (e.g., for Deans) would be valuable for informing decisions about prioritization of the College's resources and where strategic investments in programs may be indicated.

General Education

MWCC currently has [three General Education cores](#): Career, Transfer, and STEM. The General Education Core that students complete is dictated by their degree program. The College has ensured that all three cores align with [BHE requirements](#). Courses are identified as meeting general educational requirements based largely on prefixes. Since this may be challenging for students to understand, the college [catalog lists elective courses](#) that fulfill the various core requirements in a given degree program; this enables students to visualize a degree plan and take ownership of their degree plan.

In practice, however, having multiple core curricula can mean that if a student changes their major to a program of study with a different Core, some of their coursework may not map to the new major. The College needs to conduct a study of the impact that this has on students and their progression to degree

completion. In addition, it is important for the College to study how well ISLOs are being met within each Core and whether each Core is effective in complementing the more focused outcomes of programs. Assessment would help to ensure that each of the three Cores is meeting the goal of ensuring breadth. While students can satisfy the ISLOs through any program, the requirements are fulfilled most thoroughly through the completion of the Non-STEM Transfer core (which is closest of all three to a traditional Liberal Arts and Sciences curriculum). The other two cores are associated with programs that designate more classes in the curricula compared to either STEM disciplines or career preparation; this results in a situation where the number of classes required in the Humanities and Social Sciences are fewer than those of the Non-Stem Transfer Core.

Transfer Credit and Integrity in the Award of Credits

The College exercises clear and ongoing administrative oversight of the academic elements of all courses for which it awards institutional credit across all modes of study. Faculty members who develop course content hold the necessary credentials to be recognized as experts in their respective fields. Additionally, course content, instructional activities, learning activities, and assessments must align with class descriptions and explicitly state learning outcomes. These considerations are reviewed and evaluated by both specialists in the discipline and those with related expertise, as guaranteed through the College's governance process and the related major program review. New course design, review, approval, and continuous improvement procedures (under review by the Academic Senate as of May 2022; EI #034) will emphasize alignment of course-, program-, and institutional SLOs among numerous other learning design best practices and quality assurance processes, following the [Quality Matters](#) rubric. The Deans and the Director of Learning Design and Technology collaborate on the quality assurances processes for online course development, including monitoring instructional hours, aligning learning outcomes and assessments, and assuring student engagement.

Attention to equity issues in course design and instruction have been enhanced by several professional development opportunities, such as the NEH Humanities Grant Fellows Program, the Faculty Academy, the GlobalEd 360 Grant, and several fellowships offered by the Brewer Center. In each of these professional development opportunities, the College structured, administered, and assessed faculty development, as well as successful implementation of the skills acquired through participation in these initiatives. Collaboration among the Instructional Design team, the Chief Diversity Executive, and the Director of Assessment will lead to intentional infusion of equity-related learning outcomes into courses and assessment processes.

MWCC ensures that programs meet a high level of academic quality and rigor consistent with the level of degree awarded. All associate degree programs require at least 60 credits. Seven programs are externally accredited by [regional or national associations](#), including: Automotive Technology, Dental programs, Nursing programs, Physical Therapist Assistant, Paramedic, and Veterinary Technology. For calendar year 2021 license exam pass rates were: 83% for NCLEX-RN, 81% for NCLEX-LPN, PTA 87%, MLT 66%, Dental Assisting 69%, Dental Hygiene 75%, NREMT Practical 92%, NREMT Written 85% and Veterinary Technology (VTNE) 41.7%.

The College ensures that course scheduling is consistent and predictable to enable students to complete their program within the advertised timeframe. A program map details which courses students should plan to take each semester, and departments and deans ensure that course offerings are in place for students to "follow the map." In addition, since many MWCC students attend on a part-time basis, most programs also have maps specifically for part-time students to indicate the sequencing of courses that will allow them to move forward efficiently.

MWCC utilizes various measures to ensure academic integrity in the online learning environment, including the use of a single sign on (SSO) associated with a unique username and password, which is widely used in online education to verify student identity. Faculty and students both have access to the

[SafeAssign](#) anti-plagiarism tool within the Blackboard LMS. When a proctored exam with testing accommodations is needed, a signed request form and a student ID are required. Proctored exams at MWCC are conducted on-ground, but students' access to them has been limited since the onset of the COVID-19 pandemic in March 2020. A non-proctored online testing tool is also available to faculty within Blackboard, enabling them to set up quizzes and exams as timed tests, to control when the results are released to students, and create randomized questions to minimize the potential for integrity violations. Exploration of online proctoring tools or services is underway to address the identity/integrity concerns.

As an open-access community college, MWCC strives to make its courses and programs available to any student; this includes providing opportunities for students to prepare for success in a collegiate degree program. In recent years, the College has focused on improving developmental education and related initiatives that illustrate this aspect of its mission. MWCC offers both stand-alone and co-requisite developmental courses in English and mathematics. Since 2017, there has been a shift in higher education toward offering more co-requisite offerings to align with national research that indicates that this improves retention, improves access, and promotes student success ([Logue, 2018](#)). To that end, in 2018, five English faculty formed a Developmental Education Redesign Group. Two changes resulted from these meetings. The first was a modification of the ENG 101 Transitions course from three to four credits. The second was the introduction of a new six-credit, co-requisite ENG 101 course, which pairs the developmental ENG 098 course with the college-level ENG 101 course. Of the three developmental math courses offered at MWCC, two are co-requisite: MAT 093 (Statway) with MAT 143 (Statistics); and MAT 097 (Stemway) with MAT 162 (Introduction to Functions & Modeling). As with the six-credit English co-requisite, new faculty were hired to teach these math courses.

As of this writing, the assessment of the effectiveness of either the English or the math co-requisite restructuring is preliminary (EI #141) but represents a high priority for the new Director of Assessment. Additionally, developmental English and math faculty at MWCC collaborate with staff and with faculty who teach First-Year Experience and English as a Second Language in the Developmental Education Working Group. One accomplishment of that working group has been to address a call for multiple placement measures outlined in the [Board of Higher Education's 2019 Common Assessment Policy](#). Multiple placement measures now in effect include high school GPA or scores on external tests such as HiSET, SAT, or ACT, among others. As placement testing became more challenging to administer under COVID-19 conditions, the College, guided by faculty in the appropriate disciplines, created a self-placement document for students beginning the ENG composition sequence at MWCC. Preliminary evaluation of the self-placement process was done in fall 2021. Approximately 90% of students followed their advisor's recommendations. Results were mixed and we are unable to tease apart if the impact of course completions was due to self-placement or the modality or pedagogy of the course (EI #152). Moving forward, assessment will help the College determine if the self-placement process should continue to be used as an alternative to placement testing.

Strengths	Challenges
- All academic programs, across all modes of study and locations, and specialty programs, are overseen by School Deans and academic departments - The academic programs, along with their admissions criteria, expectations, and supports are closely linked with the Mission and Values of the College - Academic program reviews are conducted on a regular basis and are used to inform curriculum and strategic decisions - The college has in place a new Learning Design team which has established strong collaboration with faculty in reshaping the approach to online course design and development.	- Having major-specific core curriculum may disadvantage students who change majors, suggesting consideration of a more general core curriculum - Need to institutionalize LO alignment across the institutional-, program- and course/module-levels. - Implementation of an Academic Assessment Plan with broad participation of faculty and the Academic Senate that results in regular outcome assessment activities - Identifying areas for strategic investment in new programs and investment in existing programs to build enrollment and capacity - Constraints imposed by the MCCC contract in terms of setting new quality standards for online course development and review

Projection	Responsible Person	Time Frame
1 Develop and implement Academic and Co-Curricular/Services Assessment Plan	Director of Assessment, IVPAA, Deans Academic Senate	2-5 years
2 Implement and evaluate an Academic Strategic Plan based on Operational Plan in conjunction with Assessment Plan including process for adding/sunseting programs	IVPAA, Director of Assessment Academic Senate Executive Director of Resource & Strategic Development	2-5 years
3 Identify and implement software for secure testing/assessment	ITS Director of Learning Success and Testing	2-3 years
4 Design, build the curriculum for, and implement the Center for Teaching and Learning in close collaboration with faculty and staff to improve learning outcomes, program success, and institutional effectiveness.	Director of Assessment, Director of Learning Design & Technology, Instructional Designer, Teaching & Learning Committee, Faculty Academy, IVPAA, Director of Academic Success Center	2-5 years
5 Establish mechanisms and tools to support consistency in program review and assessment of the effectiveness of co-curricular activities	Director of Assessment, Academic Affairs staff	2-4 years
6 Establish a transparent process for schools or programs to submit proposals for the hiring of new faculty	VPAA Deans Departmental Faculty and Chairs	1-3 years

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment & Degrees)

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorate s (e.g., Pharm.D., DPT, DNP)	Professiona l doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree - Seeking
Main Campus FT	201							201
Main Campus PT	843							843
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	20							20
Other Locations PT	87							87
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	520							520
Distance education PT	697							697
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,368	0	0	0	0	0	0	2,368
Total FTE	1,799.4							1,799.40
Enter FTE definition:	Attempted credits/12							
Degrees Awarded, Most Recent Year	442							442

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Fall 2021 enrollment and FY2021 degrees were provided. Distance education enrollments were for asynchronous courses only. Online remote courses for the pandemic adjustment are counted in the main campus location.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment & Awards)

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	20	81		101		101
Main Campus PT	81	105		186		186
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT	9	1		10		10
Other Locations PT	84	218		302		302
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	38	13		51		51
Distance education PT	79	59		138		138
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	311	477	0	788	2,368.00	3,156
Total FTE	206.2	264.3		470.50	1,799.40	2,269.90
Enter FTE definition:	Attempted credits/12					
Certificates Awarded, Most Recent Year	187					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Fall 2021 Enrollment and FY2021 awards. Distance education enrollments are for asynchronous courses only. Remote courses due to the pandemic were included with the Main campus enrollments.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022*)	(Fall 2023)

Certificate (add more rows as needed)

	AAC Administrative Assistant	24	4	1	1	1	1
	AHC Allied Health	24	16	20	40	46	40
	ATC Automotive Technology	35	6	10	8	5	5
	BNPC Nonprofit Management	27	0	1	1	-	1
	BUC Business Administration	25	54	61	76	15	14
	CAA Accounting/Bookkeeping	25	18	17	18	13	11
	CHC Complementary Healthcare				1		-
	CJLC Law Enforcement	27	2	1	1	1	1
	CSC Cyber Security	24	8	6	7	9	7
	DAC Dental Assisting	43	18	27	26	18	18
	ECE Early Childhood Education	26	4	21	25	33	31
	GIDC Graphic & Interactive Design	25	6	3	1	6	6
	HSC Human Services Technician	24	5	7	11	9	8
	ITC IT Support Specialist	24	4	8	4	7	7
	LAWC Paralegal	28	16	19	17	12	11
	MASC Medical Assisting	29	8	14	16	10	10
	MCC Medical Coding (discontinued)	41	15	1	0	-	-
	MOC Medical Office	24	5	2	4	1	3
	PAC Paramedic Technology	46	19	15	16	10	9
	PCC Patient Care (discontinued)	27	1	0	1	-	-
	PHO Photography	27	8	6	4	5	5
	PN Practical Nursing	45	39	30	0	24	22
	PRC Public Relations	27	1	1	2	1	1
	PTC Personal Training	29	2	3	3	2	2
	SACC Substance Abuse Counseling	27	23	26	27	15	14
	SBC Small Business (merged into BUC)	25	29	3	1	-	-
	SWC Software Support	24	0	2	1	-	1
	Total		311	305	311	244	228



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)

Associate (add more rows as needed)

	AC Animal Care (Becker College Teach Out)	61			4	-	-
	ART Art	60	56	32	42	46	43
	ATD Automotive Technology	65	21	26	24	32	30
	BA Business Administration Transfer	61	168	138	116	74	68
	BAC Business Administration Career	61	90	79	79	69	64
	BACA Business Administration Career - Accounting	63	60	40	40	46	43
	BIO Biology	62	65	83	74	42	39
	BTB Biotechnology/Biomanufacturing (discontinued)	62	17	5	0	-	-
	CHD Complementary Health Care (discontinued)	61	10	2	1	1	-

? For Fall Term, as of Census Date	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
CHEM Chemistry	62	9	8	8	7	6
CIS Computer Information Systems	61	73	58	49	35	32
CIT Computer Information Systems Transfer	61	31	22	20	12	11
CJCD Criminal Justice - Corrections (discontinued)	64	1	0	0	-	-
CJL Criminal Justice - Law Enforcement	64	89	61	46	26	24
CJT Criminal Justice - Transfer	61	44	34	24	15	14
CSS Computer Science Transfer	62	0	0	21	29	27
DHY Dental Hygiene	80	23	27	25	26	26
EAES Earth/Environmental Science	60	38	26	33	19	18
ECC Early Childhood Education Career	61	60	52	58	47	43
ECEC Early Education & Care for Exceptional Children	62	n/a	2	6	9	8
ECT Early Childhood Education Transfer	61	56	50	44	40	37
EGD Energy Management (discontinued)	61	1	1	0	-	-
EPHY Engineering and Physics	60	89	69	59	44	41
FS Fire Science Technology	69	29	28	32	28	26
GID Graphic & Interactive Design	62	58	44	37	34	31
GSAH General Studies Allied Health (discontinued)	61	2	0	0	-	-
HIM Health Information Management (discontinued)	70	12	1	0	-	-
HS Human Services	64	171	132	114	94	87
IDS Interdisciplinary Studies	60	151	124	87	59	55
IDSH Interdisciplinary Studies - Allied Health	61	625	554	556	393	340
LAB-Biological Sciences Track - Biological (discontinued)	65	4	1	1	-	-
LAC-Communications Track - (discontinued)	65	1	0	0	-	-
LACE-Civic Engagement Track - Liberal Arts & Sciences	65	4	2	1	-	-
LACH-Chemical Sciences Track - (discontinued)	65	1	0	0	-	-
LAEL-Elementary Education Trac - Liberal Arts & Sciences	61	26	24	27	14	13
LAEP-Physics/Pre-Engineering Track - (discontinued)	61	9	0	0	-	-
LAES- Earth/Environmental Science Track - (discontinued)	62	1	0	0	-	-
LAG-Global Studies Track - Liberal Arts & Sciences	63	n/a	2	0	2	2
LAHP-History/Political Sci Trac - Liberal Arts & Sciences	61	24	27	28	23	20
LAMC Media Communication Track - Liberal Arts & Sciences	61	3	9	5	7	6
LAPW Professional Writing Trac - Liberal Arts & Sciences	61	7	7	19	19	18
LART- Art Concentration - Liberal Arts & Sciences - Art	62	4	3	6	10	9



For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
LAS Liberal Arts and Sciences - Liberal Arts & Sciences	65	239	204	194	138	117
LAT-Theatre Arts Track - Liberal Arts & Sciences	64	8	8	7	4	4
LAW Legal Studies	61	31	24	29	27	25
LAWT Liberal Arts & Sciences	61	13	12	5	9	8
LAX-Exercise & Sports Sci Trac - Liberal Arts & Sciences	68	16	16	24	13	12
MAS Medical Assisting	63	14	26	31	24	24
MATH Mathematics	62	3	8	4	5	5
MLT Medical Laboratory Technology (suspended)	71	10		0	-	-
MRT Media Arts & Technology	64	17	13	16	7	6
MRTA Media Arts & Technology - Audio Engineering	64	39	28	19	21	19
MRTP Media Arts & Technology - Photography	64	11	9	5	4	4
MRTV Media Arts & Technology - Video/Film	64	26	21	18	29	27
NRD Natural Resources	66	34	29	26	29	27
NU Nursing	72	208	207	212	172	172
PHAR Pharmacy	62	12	8	10	10	9
PT Manufacturing Technology - Plastics	78	3	0	0	-	-
PTA Physical Therapist Assistant	75	41	40	28	24	22
RTP Art-Professional Track	64	1	0	0	-	1
SED Secondary Ed Pathway	61	n/a	n/a	n/a	1	8
VTE Veterinary Technology	65	26	26	54	38	38
Undeclared/non-matriculated		478	430	477	361	334
Total		3,363	2,882	2,845	2,218	2,044
Total Undergraduate		3,674	3,187	3,156	2,462	2,272

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Fall 2022 enrollment was as of 8/18/22. FY2023 anticipates a decrease in enrollment.

Standard 4: The Academic Program
(Credit Hours Generated & Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

Annual fiscal year	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Undergraduate (add more rows as needed)					
Accounting	1,752	1,470	1119	1,449	1,333
American Sign Lang/Deaf Stud.	228	n/a	n/a	n/a	n/a
Analytical Lab Quality Systems	28	n/a	n/a	n/a	n/a
Anthropology	150	147	105	111	102
Art	1,495	1,434	981	1,251	1,151
Automotive Technology	827	531	692	645	593
Biology	7,903	8,170	6,667	5,852	5,384
Biotechnology/Biomanufacturing	156	172	92	120	110
Business	1,170	1,110	786	864	795
Career Planning	87	234	75	57	52
Chemistry	1,192	1,120	860	932	857
Complementary Health Care	273	162	153	213	196
Computer Assisted Design	201	174	123	105	97
Computer Information Systems	2,504	2,010	1,581	1,488	1,369
Criminal Justice	1,530	1,425	1,071	483	444
Dental Assisting	268	135	251	283	260
Dental Hygiene	652	606	699	706	650
Early Childhood Education	854	1,071	1,195	1,369	1,259
Earth Science	810	1,063	840	812	747
Economics	780	858	819	669	615
Electronic Engineering Tech	28	0	0	0	0
English	8,700	8,123	7,463	7,297	6,713
English as a Second Language	1,059	870	333	210	193
Executive Office Admin	36	30	18		0
Finance	96	66	54	45	41
Fire Science	366	375	495	510	469
First Year Experience	1,203	507	465	390	359
Geography	33	45	150	27	25
Graphic & Interactive Design	661	728	485	581	535
Health Care	864	818	595	437	402
Health Information Management	511	144	0		0
Health Sciences	117	106	90	63	58
History	1,617	1,545	1,131	1,209	1,112
Human Services	1,307	1,336	1,264	939	864
Humanities	801	915	864	729	671
Interdisciplinary Studies	162	216	777	785	722
Legal Studies	322	453	422	374	344
Liberal Arts and Sciences	27	3	36	24	22
Management	885	870	858	828	762
Marketing	714	666	426	447	411
Mathematics	10,144	9,105	7,610	6,709	6,172
Mechanical Engineering	18				0
Media Arts & Technology	855	909	774	681	627
Medical Assisting	496	369	543	701	645
Medical Laboratory Technology	378	256			0

?		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
?	Annual fiscal year	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Undergraduate (add more rows as needed)

Music	375	255	195	270	248
Natural Resources	186	178	149	206	190
Nursing	5,921	5,116	4,504	4,279	3,937
Philosophy	603	702	633	483	444
Photograph	201	234	168	93	86
Physical Education	163	146	157	185	170
Physical Therapist Assistant	934	957	838	610	561
Physics	596	608	384	356	328
Plastic Technology	26				0
Political Science	540	570	591	474	436
Psychology	5,139	5,199	4,470	4,365	4,016
Reading	882	180	216	171	157
Sociology	2,658	2,601	2,460	2,157	1,984
Spanish	420	519	369	495	455
Speech and Theatre	1,392	1,431	1,254	1,053	969
Veterinary Technology	583	504	489	1,054	970
Total	74,879	69,547	59,839	56,646	52,114

Graduate (add more rows as needed)

n/a	n/a	n/a	n/a	n/a	n/a
Total	0	0	0	0	0

Information Literacy Sessions

Main campus (Gardner)

Sessions embedded in a class

65	54	54	22	54
17	30	23	55	55

Free-standing sessions

Branch/other locations (Online & Leominster)

Sessions embedded in a class

Free-standing sessions

Online sessions

981	796	716	7,821	7,821

URL of Information Literacy Reports:

Please enter any explanatory notes in the box below

FY2023 plans for an 8% decrease in enrollment. **Information Literacy Notes:** For FY 2019 - FY 2021 the MOOC is for the full academic year and is the number of active users, not sessions. In FY2022 MWCC stopped using a MOOC and switched to an asynchronous tutorial using the SoftChalk platform. This tutorial includes 15 modules. Total views for those modules for FY22 was 7,821. That wouldn't be a user count, but a view count. As the college refocuses on in-person courses in FY23, the library is planning to align with a greater focus on in-person active learning library instruction and is hoping to return to our previous level of embedded sessions. At the same time, we are hoping to maintain our level of free-standing sessions and asynchronous module interaction. One factor that will complicate our efforts in FY23 is the departure of one of our three instruction librarians right before the fall semester. This librarian was also responsible for leading our renewed instruction efforts, so her direct service and the overall effort of the library will both be significantly impacted. Additionally, please note that the platform for asynchronous delivery changed during over this period, as did our method of counting asynchronous interactions.

Standard 5: Students

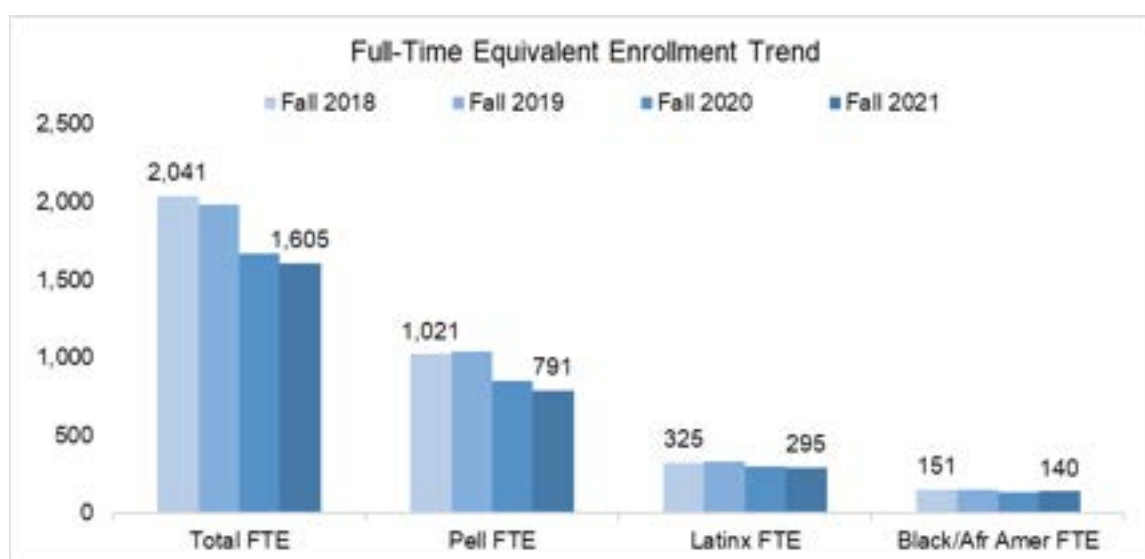
Description

Overall Enrollment Context

MWCC had been experiencing consistent enrollment declines prior to the COVID-19 pandemic. The annual unduplicated headcount of credit students has decreased 18% from FY2019 with 5,152 to FY2022 with 4,219. Total credits for the same time period decreased more substantially than headcount, falling by 24% (from 75,044 to 56,646). This indicated a shift toward more part-time enrollment during the pandemic.

The full-time equivalent (FTE) in the fall term has decreased by 21.4% from 2018 to 2021, with the largest decline from fall 2019 to fall 2020, a downward trend which was exacerbated by the COVID-19 pandemic. We see the same overall trend pattern for Black/African American students, Hispanic/Latinx students and Pell grant recipients (DFF 5.2). The proportion of Pell-eligible students in the MWCC student body held steady through this time period, comprising 42% of the student body in fall 2018 and 41% in fall 2021 (DFF 5.2).

Figure 3. Full-time Equivalent Enrollment Trend Comparison by Race/Ethnicity & Pell Grant Recipients

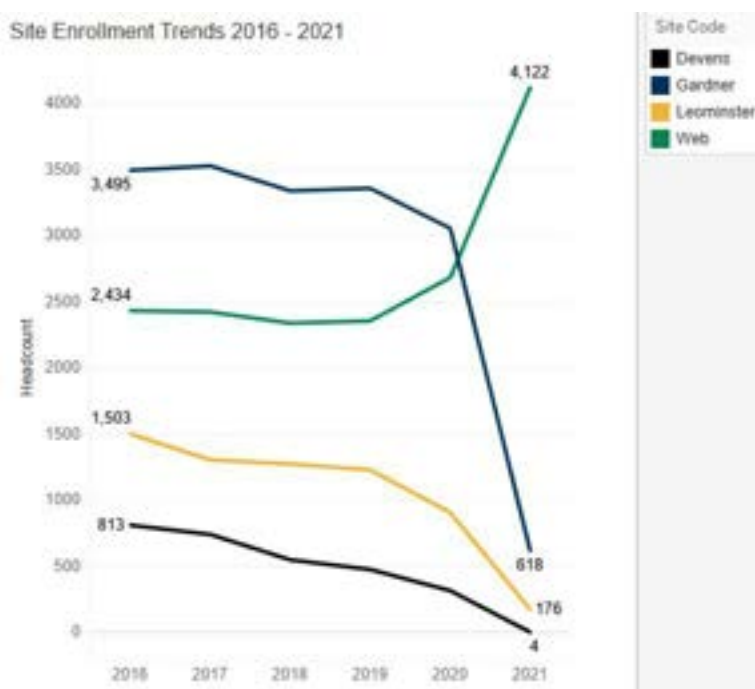


Between FY2020 and FY2021 the overall headcount decreased by 9.9%. The impact was different across student demographics: there was a 19.9% decrease in male enrollment compared to a 4.6% decrease in female enrollment, which was different from national trends with larger decreases in female enrollment. There was a 3.0% decrease in Hispanic/Latinx enrollment, a 12.0% decrease in Black/African American enrollment, and a 12.5% decrease in White enrollment. The School of Liberal Arts, Humanities, Education and Communication had 17% decrease in enrollment compared to a 15% decrease for the School of Business, Science, Technology and Math and an 8% decrease for the School of Health Professions, Public Service Programs and Social Sciences.

After reviewing years of low and decreasing enrollment trends at the Devens instructional site, MWCC made the decision for this site to offer exclusively non-credit programs beginning in FY2021. Additionally, there will be a reduction in the size of the facility planned for FY2023.

The pandemic increased online (asynchronous) and remote (synchronous) course offerings. FY2021 consisted of almost exclusively online and remote course offerings except for lab sections and clinical courses.

Figure 4. Enrollment Trends by Instructional Location



In 2021 MWCC enrolled 3,156 students, 71% of whom attended part-time, 60.1% who were first-generation, 66.9% female, 34.4% students of color. Two-thirds of MWCC's students in fall 2021 were female. Ten percent of the student body self-identifies as Black/African American, while another 18% self-identifies as Hispanic/Latinx. Forty-one percent of students are categorized as low-income, indicated by their eligibility for a Pell grant.

MWCC has a strong dual enrollment program enrolled 365 students, which made up 11.6% of fall 2021 enrollment. MWCC has four instructional sites for credit offerings (Automotive Tech center, Dental (Fitchburg), Dept. of Corrections, Leominster) and one site for non-credit and workforce development (Devens).

Admissions

MWCC recruits and enrolls students from within its mostly rural service delivery area in North Central Massachusetts and beyond, consistent with its open admission policy and in compliance with all state and federal equal opportunity policies. [General](#) and [selective admission](#) majors are published in the College Catalog and Student Handbook, and all other admissions-related publications. The College admits applicants who have graduated from appropriately accredited secondary schools or possess a General Equivalency Diploma (GED). International and selective program applicants must meet specific admission and deadline requirements.

The [Admissions webpage](#) contains a well-organized and informative FAQ section that provides a general overview of the benefits of community college, such as the services available, and cost of attendance and financial aid opportunities. The steps to enroll are detailed and reflect other written and digital

correspondences from the Admissions and ACT Departments. The multiple languages into which the website is translated reflects the rich diversity of the student body. At the top left of every webpage is a drop-down menu that allows the visitor to select from Chinese, French, Haitian Creole, Portuguese, Spanish, and Vietnamese to ensure access to the growing diversity of the region. Descriptions of information sessions are clear and concise; the variety and frequency of these sessions serve a wide population of students, and the event registration process is straightforward.

Staff members contact prospective students and applicants by phone, email and text beginning at the point of inquiry, following best practices in communication standards. Prospective students have the option to meet individually with admissions counselors for assistance with the enrollment process. Appointments are offered remotely and on the two largest campuses, Gardner and Leominster. In response to COVID-19 restrictions, the Admissions Office increased the availability of one-on-one appointments. Prospective students can schedule an appointment on the Admissions webpage and can indicate their area(s) of interest. Between September 2020 and 2021, more than 1,300 prospective students registered for appointments in this manner. Topics addressed during these meetings assist prospective students with navigating the enrollment process. Prior to the COVID-19 pandemic, students would have had to email or call the office to schedule an appointment. Given the success of this change, Admissions plans to continue this initiative.

At the time of inquiry and application to the College, prospective students are given appropriate access to clearly stated ethical standards that guide Student Services. This includes access to policies on student rights and responsibilities, MWCC student conduct, and grievances. Once admitted to MWCC, students are reminded of their access to these ethical standards online and via iConnect during MOUNT 101 and at New Student Orientation.

In collaboration with the academic departments, Admissions provides Academic Preview Days with program-specific introductions to prospective students in sessions facilitated by cross-functional academic and enrollment management teams. These events provide prospective students with a comprehensive introduction to specific majors, which may include hands-on experiences, tours of the facilities, and faculty-led conversations about career opportunities and transfer options. Academic Preview Days lay a foundation for academic preparedness and program expectations. All [information sessions](#) are listed on the website. Each semester's [Academic Preview Days](#) highlight programs, careers, and transfer opportunities in different disciplines for prospective and current students, and are hosted by faculty, department chairs, academic deans, and the enrollment management team.

MWCC's recruitment and admissions activities demonstrate the fulfillment of its Mission for North Central Massachusetts. As an open access institution, the Admissions Office has multiple measures in place to assess a student's readiness for college-level work. Through a broad recruitment strategy, prospective students are given many opportunities to become familiar with academic programs, student support offices, and the college community. Admissions staff consistently recruit off-campus through high school visits, college fairs, and other events in the community. Recruitment includes information sessions and open-houses, campus events, and one-on-one meetings and tours with staff. These interactions provide prospective students with opportunities to connect with college features such as campus life, faculty, and academic services and to learn about how MWCC programs can support their academic and career goals.

Admissions staff assist prospective students with understanding and navigating all aspects of the application and enrollment process for both general admission and selective academic programs. Information regarding enrollment requirements is outlined on the [Apply to MWCC](#) webpage, which is presented during general and selective information sessions and reviewed by professional staff members in one-on-one meetings with students. Additionally, for selective programs (such as Veterinary Technology, Nursing, Physical Therapy Assistant, and Dental Hygiene), information outlining the criteria for evaluation and suggestions on improving the likelihood of acceptance are outlined for specific

program applications. Criteria for selective admission programs is made in collaboration with department chairs and program directors to identify the applicants with the strongest potential for success in these rigorous programs. Through all communications, materials, presentations, and events, the admissions staff recruit students in compliance with the [Code of Ethics and Professional Practices](#) as defined by the National Association of College Admissions Counseling (NACAC). This information is also in the college catalog.

Once a student is admitted, they are invited to Mount 101, a required online introduction to the tools and resources needed for successfully beginning their studies, with a focus on the first advising appointment. This is a prelude to the more global New Student Orientation which occurs right before the start of the term. Approximately 40% of the students who attend MWCC are the first in their family to experience higher education. The curriculum embedded in Mount 101 is designed to build the agency, cultural familiarity, social capital, and vocabulary necessary to prepare students for a strong start to the academic semester. Students are assigned to an appropriate advisor or support service based on information they provide at the end of Mount 101. A brief survey at the end of Mount 101 identifies student needs and connects students to their initial advising appointment with the department most appropriate to serve their needs. Within 24 hours, a member of the Admissions staff reaches out to help schedule this appointment.

Prior to enrolling in courses, prospective students are provided information regarding prerequisite courses or special requirements of their academic programs. Upon request by students, advising staff review final high school transcripts, GED/HiSet transcripts, prior college transcripts, and other academic credentials to help them understand course placement and the expected workload of any courses. All new students are introduced to academic success services and student support programs during the orientation process to ensure connection with the College and to provide reasonable opportunities for academic success.

MWCC has worked intentionally to simplify the onboarding process for students, including a reduction of required placement testing and an expansion of the accepted measures for course placement. This approach aligns with the [BHE's equity agenda](#). In an expansion of the [BHE's 2019 Common Assessment Policy](#), which outlines that a graduating high school GPA of 2.7 or higher is to be used to place students in college-level coursework, MWCC also uses the following measures: GPA range to place students into all levels of English and Math; GED and HiSET scores; and SAT, ACT, TABE, and MAPT scores. To increase equity within the [academic student placement process](#), a guided self-placement process is available for students who do not meet any of the above outlined criteria or do not feel that the criteria accurately reflect their academic ability (EI #265, #266). [Accuplacer](#) also remains an option for students with no other appropriate measure.

Student Services and Co-Curricular Experiences

All students have access to, and are encouraged to take advantage of, programs and services aimed at supporting professional, educational and personal development. Students can also opt into specialized support programs. The [Health Career Opportunity Program \(HCOP\)](#) was awarded to support 85 high school and college students annually in exploring healthcare careers with a mission to create a pipeline of allied health graduates for underserved rural areas. In 2019, MWCC received a grant from the Massachusetts Department of Early Education and Care (EEC) for an [Early Childhood Education Career Pathways program](#) to support students in becoming Lead Teacher-certified. By earning credits towards the Early Childhood Education associate degree, students and graduates help to address the teacher shortages in MWCC's service area. In 2020, MWCC was awarded three [TRIO Student Support Services grants to serve](#) 420 students from first-generation and limited-income backgrounds, or who have a documented disability. These grants provide academic advising, math and writing tutoring, financial literacy education, transfer counseling, and personal support. Additionally, MWCC's [North Central Educational Opportunity Center \(NCEOC\)](#) operates as a renewable TRIO grant that provides college planning services to adults. NCEOC annually serves 1,000 students and community members from low-

income and first-generation backgrounds learn about college, careers and financial aid support. MWCC provides students with information about these programs during key parts of the enrollment process and throughout their educational journey.

MWCC offers an array of student services appropriate to its mission and the needs of its students. A [list is published on the MWCC website](#), including information about the Dean of Students Office, and is part of Mount 101 (accessible in iConnect by new enrollees), which prepares new students for the first advising and registration appointment. At the beginning of each semester, newly enrolled MWCC students and those returning from an extended absence are invited to participate in New Student Orientation, which includes presentations and asynchronous content and activities (in Blackboard) covering key student services. Students also participate in breakout sessions based on their major to meet with their faculty and to learn more about academic expectations and pathways. The institution ensures that individuals responsible for student services are qualified by formal training and work experience through a competitive hiring process that includes on-campus interviews, reference checks, and degree documentation. MWCC's professional development committee reviews requests for institutional funds to support staff development and training.

Examples of how the College has worked to both foster an inclusive environment and improve access to underrepresented populations include the hiring of a Director of Student Services at the Leominster campus to serve as liaison and student advocate between the Leominster and Gardner Campuses; implementation of [InvolveMount](#) a virtual platform that connects students with college events and activities; delivery of counseling services via Zoom virtual meeting software; investment in the Student Accommodation Manager system to optimize the accommodations process for students with disabilities; provision of before- and after-school childcare for students who are parents via [CCAMPIS](#); and assisting students experiencing food insecurity through the [Food for Thought Food Pantry](#) located on the Gardner and the Leominster campuses.

MWCC's College and Career Alignment (CCA) initiative was launched in 2017 to establish a stronger and more intentional focus on career discernment and to better align major choice and career aspirations earlier in the student lifecycle (EI #263). The initiative catalyzed the reorganization of departments dedicated to academic assistance and retention of students through the creation of the THRIVE (Together, Harnessing the Resources that Inspire a Valuable Education) Retention Center and the consolidation of [Advising, Career, and Transfer](#) (ACT) into one department, with an affiliated Career Center. The [THRIVE](#) Center mission is to support student persistence and retention by supporting vulnerable student populations with resources tailored to them. The THRIVE Academic Coordinator caseload is comprised of students who are on academic warning or suspension. Additionally, faculty may refer students directly to THRIVE for support. The ACT advises 42% of the student population in fall 2020 (1,326 students) and 41% in spring 2021 (1,174 students).

The Academic Support Center (ASC) has spent the past four years expanding its efforts to include all campuses (Gardner, Leominster, Devens, and Fitchburg) and the online learning environment in its range of services. These free services provide students with one-on-one and small-group tutoring and academic success support with learning specialists. In addition, the ASC provides supplemental instruction partnerships, which have expanded significantly in the past two years, from 13 classes in fall 2019 to 21 classes in spring 2021. In addition to expanding services and staff, the Center is working to increase its engagement and integration into the campus milieu. To this end, the ASC's main Gardner campus operation has relocated to a new, centrally located space on the upper, main level of the LaChance Library (rather than the less visible basement level). The new Director of the ASC is transforming the ASC into a more holistic and inclusive center, which has been recently rebranded as the Learning Success Center (LSC). The new LSC emphasizes a strengths-based / growth-mindset approach that employs Peer Learning Consultants in addition to subject matter tutors to support the development of the skills of learning, which empower the learner and can have impact for a lifetime. This approach contrasts with the traditional emphasis of academic support that implies deficiency and the

need to fix problems, and instead offers a positive, affirming, and collaborative environment in which learners can grow.

In support of the College's commitment to diversity in sustaining a rich, healthy, and vibrant environment for all, the [Diversity, Equity and Inclusion \(DEI\) Team](#) has been charged with creating educational, social, and recreational programs and opportunities to exemplify the value of diversity in the larger college community. The College's first DEI executive was hired in May 2022. The Chief Diversity Executive serves as a member of the President's Leadership Team to provide vision, leadership, and oversight to programs, policies, and procedures related to all aspects of the institution. The Chief Diversity Executive will partner with the DEI Team to develop multicultural programming while supporting other college-wide initiatives. The Chief Diversity Executive's work will further promote an environment free from discrimination and biases through advocacy, education, and the development of programs and campaigns designed to increase the success, retention, and personal development of MWCC's diverse faculty, staff, and students.

MWCC issues financial aid awards to students based on federal and state aid eligibility requirements. [Information on financial aid](#) is detailed on the website. The data used to package financial aid awards are derived from information provided by the student on the FAFSA. [Descriptions of the types of financial aid](#) are also publicized to students. To package the awards, Student Financial Services uses an Ellucian Banner module specifically designed with rules that support departmental and institutional DEI goals.

[Student Financial Services](#) publishes the anticipated yearly [cost of attendance](#) and the length of programs on the MWCC website. MWCC also provides a [net price calculator](#) to assist students in understanding the total investment that an MWCC education will require. Additionally, students utilizing federal student loans must complete entrance financial aid counseling, and they must complete an acknowledgement of the master promissory note, which explains the rights and responsibilities of the student loan borrower as well as other financial literacy and budgeting tools. Every first-time borrower is required to complete this information, and all students must accept their loans via WebConnect, a secure self-service course registration and student account portal, every academic year.

MWCC's [Student Life Office](#) provides students with an [extensive offering](#) of clubs and organizations, and opportunities to participate in leadership development. The [Student Government Association](#) (SGA) is the voice of the students with respect to the College administration. The MWCC Student Trustee, who is elected through SGA elections, represents the student body on the Board of Trustees and is therefore actively involved in MWCC decision-making. Additionally, students can participate in MWCC's [Leadership Academy](#), a summer program for incoming students to become familiar with the campus and participate in leadership training. They can also participate in Marty's Mountain Paths Leadership, a series of service activities and events to hone leadership skills. SGA members also serve on state-wide boards, Academic Senate, and various other non-Senate committees (e.g., OER). A faculty liaison connects the SGA with faculty and professional staff beyond the President and Dean of Students/AVPSA.

MWCC cultivates an active campus and community life, with over 40 active student clubs and organizations, including an elected Student Government Association (SGA), an elected student representative to the Board of Trustees, and a leadership development curriculum. The Office of Student Life and the student-led Campus Activity Team (CAT) sponsor over 150 programs, workshops, and events each academic year using a programming model designed to enhance academic and co-curricular experiences. Events range from social events (e.g., dances, dinners, bingo, trivia) and recreational activities (e.g., intramural sports, yoga, hiking) to academic meetings (e.g., Student Nurses Association, The Observer [school newspaper], and the art club) and leadership opportunities (e.g., Delta Alpha Pi, Alpha Beta Gamma, Phi Theta Kappa). The college is focused on leadership development through the "Leadership Seminar Series" which until 2020 over 100 students attended. MWCC established its chapter of [The National Society of Leadership and Success](#) in 2014 as an online chapter,

in recognition of students' busy lives and to make this opportunity accessible to all MWCC students who are interested in developing and honing their leadership skills. Students can participate in virtual leadership seminars and networking events and access exclusive job postings and scholarships. Since 2014, 1,300 MWCC students have been inducted into our chapter and in 2019, MWCC was named as the most outstanding NSLS online chapter of the year.

The college currently offers intramural sports and recreational opportunities through the Office of Student Life. The Bemis Student Center houses recreational activities, and [intramurals](#) are overseen by Student Life in collaboration with [Mount Fitness](#). For students to participate in MWCC's co-curricular and recreational programs, they must be enrolled in at least six credits and be in good academic standing or meet the GPA requirements for the club or organization. The College is financially responsible for these activities. Student Life expenses and programming are funded by the College, and SGA manages a portion of student fees for student clubs, organizations and events. These programs are designed to provide students with an opportunity for organized participation in activities to complement the overall programming efforts on campus. Current opportunities include volleyball, open swimming, yoga, basketball, fit boxing, and other athletic-focused events open to all interested students (EI #262).

MWCC publishes its [policies](#) on student rights and responsibilities in the College Catalog and Student Handbook, and students are informed of these policies by Admissions once they submit their application and then again at the beginning of each semester by the Dean of Students. Students are also provided with this information during Mount 101 and during their first advising and registration session. These policies are also shared during New Student Orientation. The [Student Code of Conduct](#) is consistent with the 15 Massachusetts community colleges as approved by the System's Office of Legal Counsel. The 15 Code of Conduct Administrators meet quarterly to discuss, review, and advance recommendations related to the policies and procedures embedded in the System-wide Code of Conduct. The System completed a year-long review and audit in 2019-2020 and amended or added several policies, including those addressing academic dishonesty (to add more faculty autonomy and consider technological advancements for monitoring academic integrity); harassment (to include online, virtual, and social media forms of harassment); and updating the definition of a student (which is unique to the community college system).

Mount Wachusett Community College is committed to meeting its obligation to protect the rights of students with respect to their education records, including any personally identifiable records maintained about a student comprised of academic, disciplinary, and administrative records. FERPA policies as well as all other policies, rules, and regulations are collected in the [College Catalog](#), which is publicly available on the College website. Human Resources has plans to implement mandatory FERPA training annually for all College employees.

Appraisal

Admissions

The mission of the MWCC Admissions office is to promote open access to higher education to the North Central Massachusetts region (selective majors [e.g., health professions], however, do have specific admissions criteria that prepare students for the rigors of the program). To enhance access, Admissions developed a Recruitment Plan for 2015 to 2020, which consists of a set of priorities that begins with the pre-enrollment experience and offers comprehensive activities on all MWCC's campuses and virtually to showcase MWCC's programs and services throughout the enrollment funnel (EI #071). The Recruitment Plan results highlighted several key strategies that were implemented as a result of the plan. The College launched a new CRM in order to enable analysis of the historical profile of enrollment patterns and to lay the groundwork for conducting predictive analyses. The CRM also enables automated workflow for tracking and following up with prospective students, and importantly, the CRM enables Admissions to implement strategy that is informed by greater data intelligence on prospective students. Another key

goal involved investing in the recruitment of adult learners and transfer students. This was accomplished through exploration of workforce development to credit opportunities, community-based outreach, and through capitalizing on the [MassTransfer](#) pathways.

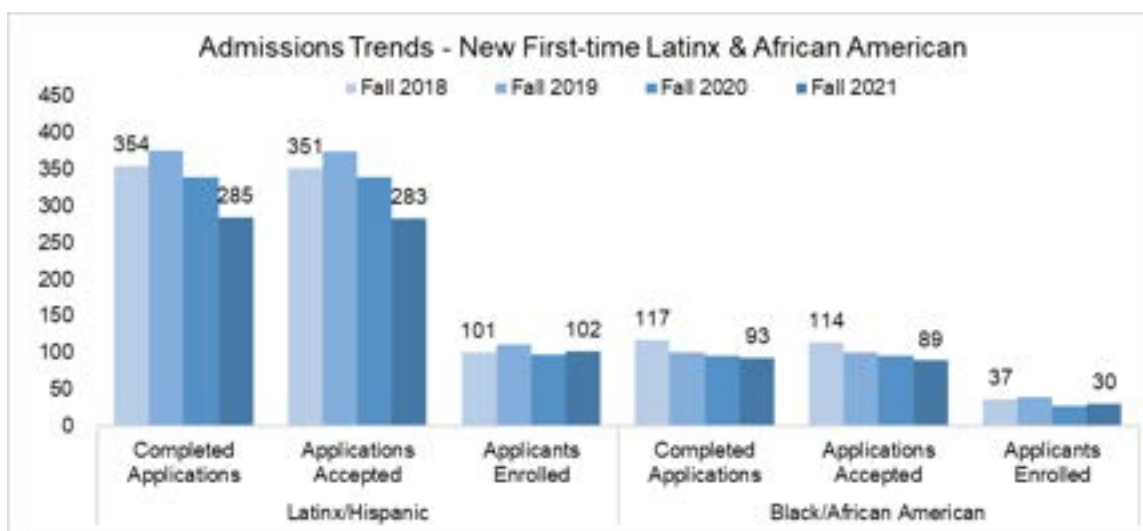
New first year applicants completed applications increased by 5.7% from 1,531 in fall 2018 to 1,619 in fall 2019. The fall 2020 applications decreased to 1,352 (-16.5%) and continued downward to 1,162 in fall 2022 (another -14.1%). Applications accepted and applicants enrolled closely followed this pattern, except for an 8% increase in applications enrolled in fall 2021 compared with fall 2020. These downward trends coincide with the onset of COVID-19 in March 2020. Transfer applications decreased for the previous three years but rebounded slightly in fall 2021 (See figures below and DFF 5.1). MWCC will be facing increased competition for students as the number of traditional college students decreases in Massachusetts ([Grawe, 2018](#)). The Office of Admissions has articulated a set of strategic goals in order to ameliorate the impact of the decreasing traditional age population such as: expanding contact with area high schools, capitalizing on the advantages to students to use Mass Transfer and other articulation agreements, developing a profile of student who transfer into MWCC for proactive recruitment, improving process for transfer students and increase marketing for non-credit to credit pathways.

Figure 5. Fall Admission Trends by Student Type



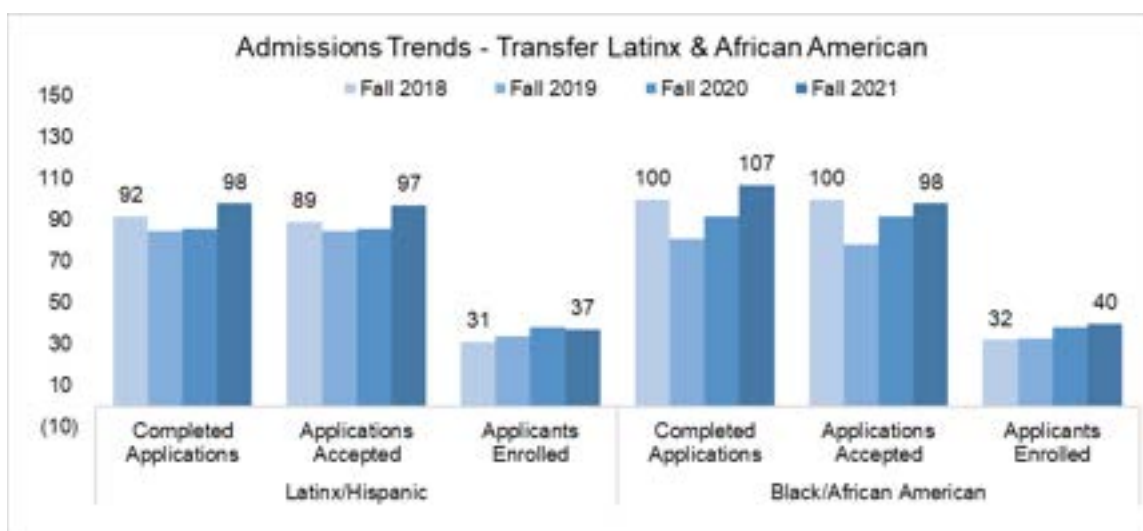
MWCC enrolls a higher proportion of students of color than are in the service area population based on the 2017 US Census projections stated in the [North Central Economic Profile Report](#) (Donahue Institute, 2020). In fall 2021, 34.4% of the MWCC student body identified as a person of color compared to 17% of residents in north central Massachusetts. In fall 2021 18.3% of the student body identify as Hispanic/Latinx compared to 10% of the north central region and 9.9% of the student body identify as Black/African American compared to 3% in the region. The accepted to enrolled yield rates of students of color is lower than the overall yield rate of 41.9%. The 4-year average yield rate overall was 36.8% compared to 30.8% for Hispanic/Latinx students and 33.3% for Black/African American students. MWCC will need to focus on improving enrollment rates for students of color in order to meet access and equity goals as well as maintain enrollment. Overall, the enrollment of first year Hispanic/Latinx students has hovered around 100 students, while the enrollment of Black/African American first-year students has ranged between 27-39 students (See figures below and DFF 5.2)

Figure 6. Fall Admissions Trends of New First-time Students by Race/Ethnicity



The overall enrollment of transfer-in students decreased over the previous three years. However, the number of Black/African American students and Hispanic/Latinx students transferring into MWCC trended upward during that time (See figures below and DFF 5.2). Improving the yield rates for students of color is an area for MWCC to strategically target.

Figure 7. Fall Admissions Trends of Transfer Students by Race/Ethnicity



What Figures 5, 6, and 7 indicate is that the number of White students has been decreasing while the numbers of Hispanic/Latinx and Black/African American students have remained relatively stable over the past 4 years. These data indicate that the ratio of students of color has increased as overall enrollment has decreased and therefore suggests that the recruitment of students of color should be a primary focus moving forward.

To maximize the potential for success of all admitted students who enter the college MWCC has taken several steps to reduce the amount of time spent in developmental courses. MWCC implemented a co-requisite model of developmental courses (described in detail in Standard 4) which allows students who

place just below college level ENG 101, MAT 143 and MAT 162 to participate in these college level gateway courses rather than delaying their enrollment in key introductory courses with developmental prerequisites. The fall 2019 cohort had the implementation of the co-requisite model. Using the VFA metrics, we see an immediate change in the proportion of students who start with a college level course; the fall 2018 main cohort had 62.5% of students with a developmental math placement compared to the fall 2019 main cohort which had 37.2% of students with a developmental math placement. After two years 37.4% of the fall 2018 cohort completed college-level math compared to 32.8% of the fall 2019 cohort. While disappointing to see a drop in college level math completion rates, the fall 2019 cohort was directly impacted by the COVID-19 pandemic from their second semester in spring 2020 through AY2020-21. MWCC will keep tracking the outcomes of the co-requisite success. The Director of Learning Design and Technology, the Instructional Designer, and the Director of Learning Success are working closely with the faculty of developmental education courses to explore improvements in design and pedagogy of these courses. The 2021 VFA Early KPI report (EI #150) demonstrates that 56.4% of the fall 2019 first-time in college cohort who enrolled in one developmental class earned six credits in the first term compared to 70.1% of college ready students. The goal for moving students into co-requisite math courses is to remove barriers while still supporting students.

Responding to the social distancing guidelines dictated by COVID-19, which restricted the use of Accuplacer for course placement, MWCC initiated the Guided Self-Placement (GSP) process in spring 2020. The GSP model was added to the already existing multiple measures framework, which included high school GPA, ACT, and SAT scores. Through GSP, students work with their advisors to determine readiness for college-level coursework. After discussing the student's previous academic history, the advisor reviews the descriptions of the courses approved by the English and math departments to assist in determining placement. An initial review of the data on the GSP demonstrates that students achieved similar levels of success in their courses as those who used other placement metrics (EI #152). During the 2020-2021 academic year, 65% of students using GSP and 66.2% of student using other metrics earned a C or better in overall math courses and 62.1% of students using GSP and 59.7% of students using traditional metrics earned a C or better in English courses. Non-traditional students are more likely to utilize the GSP process compared to traditional-aged students who have easier access to high school GPAs or SAT/ACT scores. During this time period, the average age of students using GSP was 28.2 years, and for students using other placement sources, it was 20.6 years. Given the similar success rates for students, MWCC will continue to use both GSP and multiple measures placement. Providing choices to students allows them to take control of their education. MWCC will continue to monitor and assess the results of both methods and plans to make a decision after AY2023-24 data is available.

Additionally, in spring 2019, changes to the BHE policy for non-credit adult education allowed institutions like MWCC to serve students with high school diplomas or equivalents who were deficient in basic skills. With this opportunity through the MA Department of Elementary and Secondary Education (DESE), students who would have traditionally enrolled in Fundamentals of Reading I (RDG 096) or Writing Readiness (ENG 096) are able to enroll in the free MWCC College & Career Prep Program (AET 096). This course provides essential reading and writing skills through a semester-long synchronous class with additional support from career and literacy coaches. Roughly 300 students are served through this initiative annually. The program is designed to limit the financial burden and allows for refinement of support systems for students transitioning to college. Students who participate in AET 096 are eligible to then participate in Transitions to College, where students are provided the same support services while taking credit-bearing developmental or college-level courses.

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Admissions, Marketing and the academic deans and department chairs work in collaboration to recruit prospective students through events such as Academic Preview Days, Open Houses and other outreach activities and recruitment initiatives. The dean of enrollment and the academic deans collaboratively research labor market trends, shifts in student demographics, and regional employment outlook to shape recruitment planning. Retention data

are also used to inform recruitment. For example, shifts in student attrition and retention in the Practical Nursing program helped inform a new recruitment strategy for inquiries interested in the field of nursing with the goal of increasing the readiness of new students accepted to the Practical Nursing program. This strategy includes the recruitment programming for a new program lead by the Dean of Health Sciences - the CNA to LPN Walkway Cohort. This program offers a solid academic foundation, introduction to health careers, as well as clinical exposure for all students prior to their application to the Practical Nursing program. Students (especially those without prior healthcare experience) interested in nursing or practical nursing are encouraged to research the CNA to LPN Walkway program through a variety of recruitment initiatives, including information sessions, open houses, and one-on-one appointments with admission counselors. Separate recruitment communication plans were also developed to introduce any student interested in nursing to this option, which guarantees admission to the Practical Nursing program upon completion of the Allied Health Certificate.

Student Services and Co-Curricular Experiences

Academic advising takes place in a variety of different departments and specialized programs and is provided by both professional staff and faculty. Given the challenges this distributed service model presents in terms of consistency and communication, the College has been working toward a harmonized approach to advising across divisions and roles (i.e., among professional advisors (stationed within Admissions, Career, and Transfer (ACT) office – not Academic Affairs) and faculty [major] advisors) to ensure students receive optimal advising with a collaborative, one-college approach. To promote a consistent method to advising and a uniform approach to advising frameworks, standards, and tools, in 2019 MWCC implemented a set of intentional practices to reach these goals. For instance, the Director of ACT offers two types of ongoing training sessions throughout the academic year: 1) advising software and technology training for all new advisors; and 2) individual training in conjunction with departmental managers for special population advising practices, with continued support from ACT available at any time.

As enrollments decrease, retaining students becomes critical to the college. As Standard 2 described, several tools are at end of life and MWCC staff are manually completing tasks which could be done more efficiently with a software. The EMC and THRIVE are collaborating on acquiring retention software which will support the Retention Plan by enabling comprehensive student tracking and communication across divisions and throughout the student lifecycle.

As part of the MA DHE Success Fund initiative, MWCC created a new position (Assistant Director of Advising in the fall of 2021) whose principal charge is to strengthen advising provided in all sectors of the College by convening all advisors and by establishing college-wide best practices among the decentralized staff (EI #218). The Success Fund is a state-wide program which provides financial support to colleges to develop programs for the most at-risk students on their campus. Monthly Advising In-services began in spring 2020 and are hosted by the ACT for all academic advisors regardless of reporting lines or division. In-services include discussions on timely subjects such as student development theory, institutional student success issues, and barriers to success for students. Beginning in fall 2021, managers of professional advisors began to assemble monthly at Advisor Manager Meetings to discuss the promotion of consistency and best practices among advisors as well as ways to support advisors across the college in terms of software and infrastructure. MWCC faculty advisors are also trained on advising technologies and invited to attend monthly Faculty Advising Overview sessions. An All MWCC Advisor group on Microsoft Teams fosters a collaborative and professional development platform to address questions and harmonize practice. The Assistant Director of Advising is also incorporating regular, standards-based and sustainable assessment process.

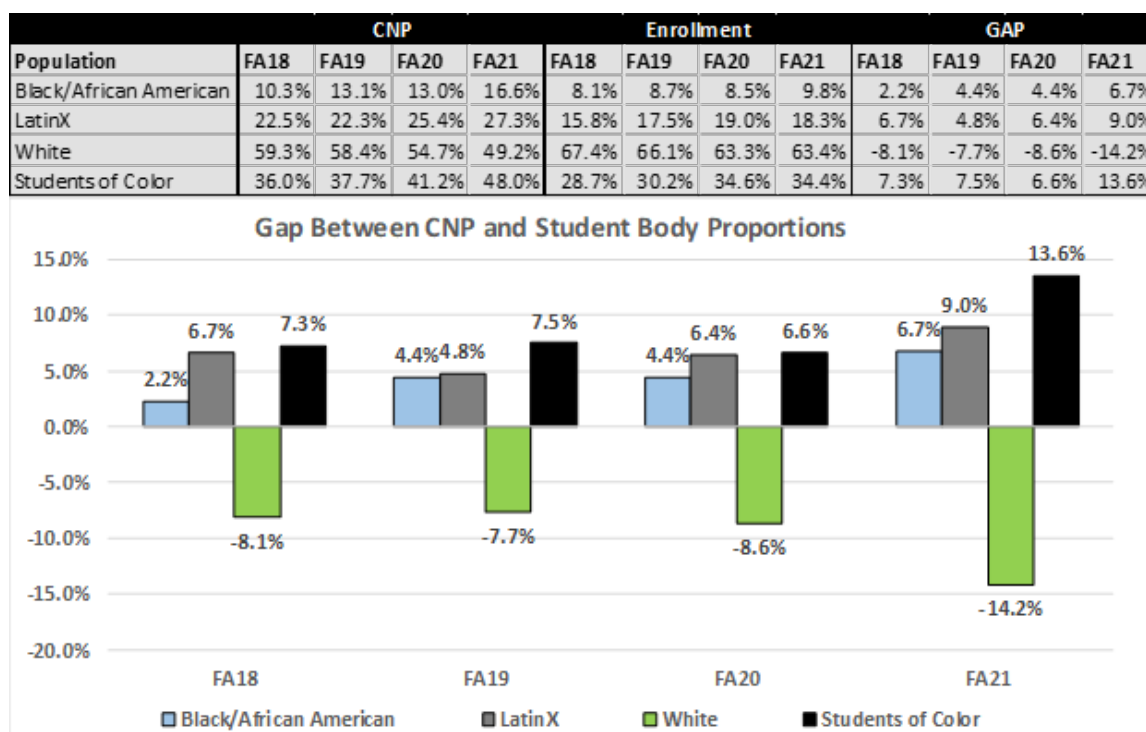
The reorganization of the offices of Financial Aid and Student Accounts to form Student Financial Services (SFS) resulted in streamlining the student experience of applying for aid, paying bills, and navigating college costs, and it also consolidates institutional resources to support students holistically.

Prior to the development of Student Financial Services (SFS), the two offices operated as separate entities, with heavily staffed back offices and limited front-line support. Data collected through the SENSE survey demonstrated the need for such a combined office with special attention to student-facing services (EI #050). The philosophy guiding this decision was built upon the foundation of student feedback and with the desire to be more responsive to students in-person and more proactive remotely.

MWCC serves a large low-income student population, as evidenced by the fact that more than [over 40% of MWCC are Pell recipients](#), which is on par with the [national average](#) of 39%. MWCC's NCEOC ([North Central Educational Opportunity Center](#)) grant provides much-needed FAFSA assistance and financial literacy support (EI #261). In an effort to address the concerns about the cost of college (and beyond), SFS provides financial workshops at New Student Orientation, Welcome Wednesdays, and at the annual Financial Literacy Fair. The SFS, Student Services, and TRIO offices collaboratively facilitate a financial literacy curriculum open to all students. These workshops and educational opportunities focus on helping students better understand their finances and improve their Financial IQ. The College is exploring the implementation of a financial literacy program that will be mandatory for all new students or at least for students receiving financial assistance.

Another concern at MWCC related to student debt and access is the cancellation for nonpayment (CNP) process. MWCC cancels the registration of students whose tuition payment arrangements have not yet been resolved. This process is run every semester between two and 19 times (depending on timing). Students from underrepresented race/ethnicities have been disproportionately impacted as shown in the table below, which illustrates the gap between the proportion of total fall enrollment by race/ethnicity and the proportion of the fall CNP population by race/ethnicity. Between 2018 and 2021, students from underrepresented races/ethnicities comprised between 28.7% and 34.6% of total fall enrollment but comprised 36.0% to 48.0% of the CNP population (see figure 8 below). In contrast, the proportion of white students included in the CNP process is between 8-9% lower than their proportion in the population. The Enrollment Management Committee created a subcommittee to explore avenues for addressing this gap.

Figure 8. Cancellation for Non-Payment by Student Demographics



MWCC participates in regular surveys of student needs and barriers to success in order to facilitate data-driven decision-making for maximizing success and student satisfaction. At the institutional level, MWCC has evaluated new and current student needs by administering the [SENSE](#) and [CCSSE](#) (Community College Survey of Student Engagement). The most recent administration of SENSE in 2018 helped the College understand the experiences of students in the earliest weeks at MWCC through benchmarks that compared MWCC's institutional performance to that of similar institutions within the SENSE Cohort. Although MWCC's scores in SENSE were higher than those of the comparative cohort of SENSE-participating institutions in the areas of "early connection," "high expectations and aspirations," and "clear academic plan and pathway," MWCC's scores in areas such as "engaged learning" fell below those of the overall cohort. Furthermore, in a custom question asked only by MWCC, only 43.9% of respondents agreed they "belonged to the MWCC community" (EI #050).

Data collected from the 2018 SENSE survey informed the reorganization of Student Accounts and Financial Aid into one office of Student Financial Services and informed the application for the TRIO SSS grants. The SENSE survey identified that MWCC scored lower on questions about "Early Connections & Engaged Learning," and only 57% of the respondents knew what they wanted their major to be. The survey results helped inform the College and Career Alignment initiative, which led to a redesign of the Admissions, Advising, Career and Transfer operations. This transition ensured that appropriate staff were in the right roles to serve students most effectively, and it enabled students to have access to those staff at times appropriate to meet their needs (e.g., evening hours).

Upon reviewing these survey results, the College's Enrollment Management Committee (EMC) increased weekly communications via the CRM to prospective and newly admitted students, and on-campus events were increased to enable prospective and newly admitted students to have more than 20 opportunities for engagement per semester. Given that the 2018 CCSSE survey results demonstrated that MWCC had a greater proportion of employed students compared to the national benchmark group, MWCC began to expanding the availability of student and academic support resources online as well as during evening hours. Admissions, Financial Aid, Advising, Career and Transfer and Student Services all began to offer evening hours to engage evening learners and to make them feel part of the campus community. To this end, MWCC has increased programming scheduled in the evenings and online to encourage more co-curricular connections with non-traditional and online students. The introduction of the InvolveMOUNT platform in 2020 offers the MWCC community a virtual student center, bringing all events, clubs, and student organizations into one online dashboard.

In accordance with the DHE's 2018 [Equity Agenda](#), MWCC has reviewed all policies, programs, and initiatives from an equity perspective in order to better serve and understand the needs of our diverse student population. This review includes an examination of student services for those who have been historically underserved and underrepresented throughout all levels of education. MWCC has been an active participant in the statewide initiative, [Leading for Change Racial Equity and Justice Institute](#) since its foundation at Bridgewater State University in 2013. This initiative began with a mutual understanding in both the public and private sectors of higher education that colleges and universities needed to explore data-informed strategies in order to effectively close educational equity gaps. At MWCC, this has led to the creation of the DEI Task Force and the creation of a new position of a Chief Diversity Executive, which reports directly to the President and serves on the President's Leadership Team. In addition, the College supports a "Tea Time" program focused on DEI topics and is open to members of the College and citizens of North Central Massachusetts and beyond.

Strengths	Weaknesses
• Coherent admissions policies and procedures enable streamlined and supportive processes • Ample resources and opportunities for students to learn about the College and its programs enable students to make informed decisions about attending MWCC • The dovetailed approach of admissions, financial aid, advising, and student services, provides a supportive, wraparound service environment in which college readiness is optimized • Service providers continuously improve practice through regular data collection to assess student needs and the effectiveness of services.	• With the strategic goal of building online enrollment in mind, an intentional approach to recruitment of online learners has not been articulated • Measures used to assess college readiness and to make informed placement recommendations for new students needs to be elaborated and formalized post-COVID • Communications systems need updating (e.g., from email to app-based tools) and dedicated retention software (e.g., for tracking, making referrals, and data collection) used by all student-facing divisions and offices needs to be deployed • Systematic assessment of the effectiveness of admissions and co-curricular activities is not taking place on a regular basis • Evening and online services need to be coordinated across offices with consistent availability and staffing hours

Projection	Responsible Person	Time Frame
1 Invest in institutional technologies, such as retention and institutional research software to improve student retention and student success.	Executive Director of ITS, VPF & A, Dean of Academic Affairs, EMC, THRIVE	2-5 years
2 Develop systems to regularly assess student readiness, success needs, and effectiveness of services and co-curricular activities.	Assistant Director of Advising & Director of Assessment, VPASA	1-3 years
3 Coordinate advising and promoting consistency and communication flow across all advising entities	Director of ACT, Assistant Director of Advising, VP of Lifelong Learning & Workforce Development, IVP of Student Affairs	2-5 years
4 Complete and implement a comprehensive, college-wide retention plan	THRIVE Retention Center and Academic Affairs Academic Senate	2-4 years

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completed Applications	1,531	1,619	1,352	1,162	1,075
Applications Accepted	1,513	1,610	1,349	1,155	1,068
Applicants Enrolled	552	575	448	484	448
% Accepted of Applied	98.8%	99.4%	99.8%	99.4%	99.4%
% Enrolled of Accepted	36.5%	35.7%	33.2%	41.9%	41.9%
Percent Change Year over Year					
Completed Applications	na	5.7%	-16.5%	-14.1%	-7.5%
Applications Accepted	na	6.4%	-16.2%	-14.4%	-7.5%
Applicants Enrolled	na	4.2%	-22.1%	8.0%	-7.5%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
Transfers - Undergraduate					
Completed Applications	591	562	510	552	511
Applications Accepted	575	543	504	524	485
Applications Enrolled	242	240	221	243	225
% Accepted of Applied	97.3%	96.6%	98.8%	94.9%	94.9%
% Enrolled of Accepted	42.1%	44.2%	43.8%	46.4%	46.4%

Please enter any explanatory notes in the box below

Non-degree-seeking students and readmitted students were not included in admission figures per instructions on this Data Form. FY2023 goals are based on a 7.5% decline in enrollment.

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

HISPANIC/LATINX

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completed Applications	354	376	340	285	264
Applications Accepted	351	374	339	283	262
Applicants Enrolled	101	111	97	102	94
% Accepted of Applied	99.2%	99.5%	99.7%	99.3%	99.3%
% Enrolled of Accepted	28.8%	29.7%	28.6%	36.0%	36.0%
Percent Change Year over Year					
Completed Applications	na	6.2%	-9.6%	-16.2%	-7.5%
Applications Accepted	na	6.6%	-9.4%	-16.5%	-7.5%
Applicants Enrolled	na	9.9%	-12.6%	5.2%	-7.5%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
Transfers - Undergraduate					
Completed Applications	92	85	86	98	91
Applications Accepted	89	85	86	97	90
Applications Enrolled	31	34	38	37	34
% Accepted of Applied	96.7%	100.0%	100.0%	99.0%	99.0%
% Enrolled of Accepted	34.8%	40.0%	44.2%	38.1%	38.1%

Please enter any explanatory notes in the box below

Non-degree-seeking students and readmitted students were not included in admission figures per instructions on this Data Form.

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

BLACK/AFRICAN AMERICAN		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completed Applications		117	101	96	93	86
Applications Accepted		114	100	96	89	82
Applicants Enrolled		37	39	27	30	28
% Accepted of Applied		97.4%	99.0%	100.0%	95.7%	95.7%
% Enrolled of Accepted		32.5%	39.0%	28.1%	33.7%	33.7%
Percent Change Year over Year						
Completed Applications		na	-13.7%	-5.0%	-3.1%	-7.5%
Applications Accepted		na	-12.3%	-4.0%	-7.3%	-7.5%
Applicants Enrolled		na	5.4%	-30.8%	11.1%	-7.5%
Average of statistical indicator of aptitude of enrollees: (define below)						
		n/a	n/a	n/a	n/a	n/a
Transfers - Undergraduate						
Completed Applications		100	81	92	107	99
Applications Accepted		100	78	92	98	91
Applications Enrolled		32	33	38	40	37
% Accepted of Applied		100.0%	96.3%	100.0%	91.6%	91.6%
% Enrolled of Accepted		32.0%	42.3%	41.3%	40.8%	40.8%
Please enter any explanatory notes in the box below						
Non-degree-seeking students and readmitted students were not included in admission figures per instructions on this Data Form.						

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

OVERALL		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
UNDERGRADUATE	First Year					
	Full-Time Headcount	778	751	570	544	503
	Part-Time Headcount	1,016	1,003	871	944	873
	Total Headcount	1,794	1,754	1,441	1,488	1,376
	Total FTE	1,176.7	1,142.4	900.9	933.6	864
Second Year	Full-Time Headcount	398	364	353	264	244
	Part-Time Headcount	1,068	1,081	967	928	858
	Total Headcount	1,466	1,445	1,320	1,192	1,103
	Total FTE	864.2	840.3	765.1	671.4	621
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,176	1,115	923	808	747
	Part-Time Headcount	2,084	2,084	1,838	1,872	1,732
	Total Headcount	3,260	3,199	2,761	2,680	2,479
	Total FTE	2,041	1,983	1,666	1,605	1,485
% Change FTE Undergraduate		na	-2.9%	-16.0%	-3.7%	-7.5%
GRADUATE						
GRAND TOTAL						
	Grand Total Headcount	3,260	3,199	2,761	2,680	2,479
	Grand Total FTE	2,041	1,983	1,666	1,605	1,485
	% Change Grand Total FTE	na	-2.9%	-16.0%	-3.7%	-7.5%

Please enter any explanatory notes in the box below

First year students were those enrolled with < 30 accumulated credits at census date. Second year students have ≥ 30 credits. Per the form instructions, only students in a certificate or associate program were included. FY2023 goals are based on a 7.5% decline in enrollment.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

BLACK/AFRICAN AMERICAN

UNDERGRADUATE

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
		fall 2018	fall 2019	fall 2020	fall 2021	fall 2022
First Year	Full-Time Headcount	40	44	26	31	29
	Part-Time Headcount	106	103	99	113	105
	First Year Total Headcount	146	147	125	144	133
	Total FTE	84.9	84.3	67.7	78	72
Second Year	Full-Time Headcount	23	29	25	14	13
	Part-Time Headcount	101	97	102	109	101
	Second Year Total Headcount	124	126	127	123	114
	Total FTE	66.5	69.5	67.5	62	57
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	63	73	51	45	42
	Part-Time Headcount	207	200	201	222	205
	Total Headcount	270	273	252	267	247
	Total FTE	151	154	135	140	130

% Change FTE Undergraduate

na 1.6% 12.1% 3.6% -7.5%

GRADUATE

GRAND TOTAL

Grand Total Headcount	270	273	252	267	247
Grand Total FTE	151	154	135	140	130

% Change Grand Total FTE

na 1.6% 12.1% 3.6% -7.5%

Please enter any explanatory notes in the box below

First year students were those enrolled with < 30 accumulated credits at census date. Second year students have ≥ 30 credits. Per the form instructions, only students in a certificate or associate program were included.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

HISPANIC/LATINX

UNDERGRADUATE

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
		fall 2018	fall 2019	fall 2020	fall 2021	fall 2022
First Year	Full-Time Headcount	117	125	111	91	84
	Part-Time Headcount	180	209	192	215	199
	Total Headcount	297	334	303	306	283
	Total FTE	190.6	210.8	181.6	187	173
Second Year	Full-Time Headcount	68	51	53	40	37
	Part-Time Headcount	159	171	165	152	141
	Total Headcount	227	222	218	192	178
	Total FTE	134.0	125.2	122.4	107	99
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	185	176	164	131	121
	Part-Time Headcount	339	380	357	367	339
	Total Headcount	524	556	521	498	461
	Total FTE	325	336	304	295	273
% Change FTE Undergraduate		na	3.5%	-9.5%	-3.1%	-7.5%

GRADUATE

GRAND TOTAL

Grand Total Headcount	524	556	521	498	461
Grand Total FTE	325	336	304	295	273
% Change Grand Total FTE	na	3.5%	-9.5%	-3.1%	-7.5%

Please enter any explanatory notes in the box below

First year students were those enrolled with < 30 accumulated credits at census date. Second year students have ≥ 30 credits. Per the form instructions, only students in a certificate or associate program were included.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

Pell Recipients		3	2	1 Year	Current	Goal
		Years	Years	Year	Year	(specify
		Prior	Prior	Prior	Year	year)
		(FY	(FY	(FY	(FY	(FY
		2019)	2020)	2021)	2022)	2023)
UNDERGRADUATE		Fall	Fall	Fall	Fall	Fall
		2018	2019	2020	2021	2022
First Year	Full-Time Headcount	380	402	311.0	260	241
	Part-Time Headcount	524	541	437.0	482	446
	Total Headcount	904	943	748	742	686
	Total FTE	591.2	621.0	477.8	466	431
Second Year	Full-Time Headcount	214	199	185	140	130
	Part-Time Headcount	485	483	433	405	375
	Total Headcount	699	682	618	545	504
	Total FTE	430.0	415.9	371.5	324.6	300
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	594	601	496	400	370
	Part-Time Headcount	1,009	1,024	870	887	820
	Total Headcount	1,603	1,625	1,366	1,287	1,190
	Total FTE	1,021	1,037	849	791	732
% Change FTE Undergraduate		na	1.5%	-18.1%	-6.9%	-7.5%
GRADUATE						
GRAND TOTAL						
Grand Total Headcount		1,603	1,625	1,366	1,287	1,190
Grand Total FTE		1,021	1,037	849	791	732
% Change Grand Total FTE		na	1.5%	-18.1%	-6.9%	-7.5%

Please enter any explanatory notes in the box below

First year students were those enrolled with < 30 accumulated credits at census date. Second year students have ≥ 30 credits. Per the form instructions, only students in a certificate or associate program were included.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

<https://mwcc.edu/about-mwcc/mission/>

Three-year Cohort Default Rate
Three-year Loan repayment rate (overall)
Three-year Loan repayment rate (Graduates)
(from College Scorecard)

(FY 2019)	(FY 2020)	(FY 2021)
14.2%	12.7%	11.3%
57.7%	55.7%	55.6%
72.4%	64.4%	68.4%

Student Financial Aid

Total Federal Aid
Grants
Loans
Work Study
Total State Aid
Total Institutional Aid
Grants
Loans
Total Private Aid
Grants
Loans

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Paid				
\$11,863	\$11,264	\$9,095	\$8,075	\$7,800
\$6,634	\$6,515	\$5,553	\$5,005	\$4,900
\$5,229	\$4,749	\$3,542	\$3,070	\$2,900
\$135	\$120	\$31	\$32	\$25
\$1,266	\$1,278	\$1,422	\$1,705	\$1,305
\$573	\$540	\$478	\$499	\$400
\$573	\$540	\$478	\$499	\$400
\$0	\$0	\$0	\$0	\$0
\$662	\$629	\$559	\$356	\$555
\$401	\$498	\$461	\$258	\$375
\$243	\$91	\$98	\$98	\$180

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	54%	56%	45%	43%	46%
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$11,050	\$12,029	\$10,564	\$10,200	\$11,290
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$5,957	\$6,490	\$7,882	\$6,700	\$6,000
Graduate Students	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	4.3%	3.9%	2.1%	1.7%	n/a
English (reading, writing, communication skills)	14.5%	13.1%	13.1%	11.8%	n/a
Math	38.9%	33.1%	33.1%	24.7%	n/a
Other					

Please enter any explanatory notes in the box below

Percent of first year students is calculated on the status during fall term of the fiscal year. MWCC is open enrollment and does not control the developmental placement of students. There are no goals set for the percent of first year students in developmental courses. Goals are set for the completion of developmental courses.

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. **Use current year data.**

Undergraduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
?	Category of Students (e.g., male/female); add more rows as needed					
	Female	1,179	1,148	516		
	Male	704	695	318		
	Black/African American	200	187	70		
	Hispanic/Latinx	383	380	139		
Undergraduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
?	Category of Students (e.g., male/female); add more rows as needed					
	Black/African American	54	256	310	159.5	287
	Hispanic/Latinx	143	435	578	326.2	535
	Male	354	640	994	600.5	919
	Female	543	1,569	2,112	1,191.9	1,954
	Pell Grant	396	853	1,249	773.6	1,155
				0		
				0		
			0			

Please enter any explanatory notes in the box below

Fall 2021 census date. Non-degree-seeking students and readmitted students were not included in admission figures. Admission figures are the same as on Std. 5.1 form for new first-time and transfer students. Pell grant information is not available at time of admission. FY2023 goals based on a 7.5% decrease in enrollment.

Standard 6: Teaching, Learning, & Scholarship

Description

Faculty and Academic Staff

The Division of Academic and Student Affairs at Mount Wachusett Community College provides support and leadership for faculty-led curriculum initiatives, faculty research and teaching, and it oversees all academic degree and certificate programs. In fall 2021, MWCC employed 246 faculty; 62 (25.2%) taught full-time and 184 (74.8%) were adjunct faculty. Of the full-time faculty, 26 hold the rank of professor, 25 hold the rank of associate professor, and 10 hold the rank of assistant professor. For fall 2021, 14 full-time faculty (22.6%) held a terminal degree of Doctorate, and 47 (75.8%) held a Master's degree. Additionally, 40 academic staff, including librarians, advisors, retention specialists, academic support staff, an educational technologist, administrators, provide services directly to faculty and students for academic and non-academic support (see DFF 6.1).

A primary driver for decisions regarding the composition of faculty is student enrollment, but composition has also been affected by changes to curriculum and institutional student learning outcomes (ISLOs), program reviews, and strategic initiatives to invest in growth. External accreditors and program accreditations also direct the composition of faculty for certain specialized programs.

Full-time faculty assignments are an integral part of the collective bargaining agreement. Responsibilities, appointment, retention, evaluation, promotion, tenure, and policies for resolving grievances for faculty and other academic staff, are determined and agreed upon in two statewide union agreements: the [Massachusetts Community College Council \(MCCC / Day\)](#), which represents full- and part-time day faculty; and the [Division of Continuing Education \(DCE\)](#), which represents adjunct faculty. Full-time faculty salary ranges are determined by the MCCC Day contract (EI #015), while adjunct faculty salaries are determined according to the Steps outlined in Article XIV of the DCE contract (EI #029). The College also abides by guidelines outlined in the MCCC Distance Education Agreement from September 1998 for online and hybrid courses. The MWCC Division of Human Resources and Payroll (HR) ensures the institution's compliance with the policies and procedures under the purview of the bargaining agreements related to terms of employment for faculty and academic staff.

Mount Wachusett Community College is an Affirmative Action/Equal Opportunity employer and acts in accordance with the Commonwealth of Massachusetts's Community Colleges Policy on Affirmative Action, Equal Opportunity, and Diversity, Title IX of the Educational Amendments of 1972, and the Americans with Disabilities Act of 1990, as well as other applicable statutes and college policies. Faculty and academic staff diversity data for fall 2021 indicate that women comprise 62.2% of MWCC's full-time and adjunct faculty, and that 91.5% of MWCC's full-time and adjunct faculty self-identified as White. The proportion of full-time and adjunct faculty who self-identified as Hispanic/Latinx, Black/African American, or Asian was 8.1%.

MWCC strives to recruit and retain highly qualified faculty to meet the needs of the College's diverse student population. MWCC hiring practices follow a set of standardized operational procedures that comply with the Equal Employment Opportunity Commission's (EEOC) guidelines for inclusive and non-discriminatory hiring and employment. To attract highly-qualified candidates, vacant positions for faculty and academic staff are posted externally on the MWCC website, professional career websites, and if applicable, local, regional and national professional publications. Position postings include minimum and preferred qualifications and are tailored to the needs of the academic department seeking the candidate. For all full-time faculty positions, a search committee of a minimum of five people is approved by HR. This committee must have cross-campus representation, and membership must include one member

who is charged with ensuring diversity, equity, and inclusion throughout the hiring process. All members of the search committee receive an overview of inclusive hiring practices, which is focused on deepening appreciation and respect for diversity in the workplace and on understanding cultural differences and non-biased hiring.

HR reviews all candidates put forward by the hiring committee and has the prerogative of adding candidates to improve the diversity of the interview pool. Faculty are invited to participate as committee members during the hiring process and during the public components of the interview. For part-time instructional staff openings, the duration of the recruitment and hiring process may be truncated, depending on the immediate hiring needs of the academic department.

To help ensure that top candidates are successfully recruited for each advertised position, applicants are closely assessed during the hiring process. Examples of required and desired characteristics include the highest degree the candidate has earned and its relevance to the posted position, their years of experience/training in the specific area of instruction, oral and written communication skills, and a demonstrated commitment to diversity, equity, and inclusion (DEI). Faculty minimum requirements most often necessitate a Master's degree in the subject matter being taught. Occasionally, a faculty member who holds a Bachelor's degree but has demonstrated expertise and professional experience in a subject area or if the Bachelor's degree is the terminal degree, may be hired for specialized subjects.

New full-time faculty participate in a year-long onboarding group facilitated by the Division of Academic and Student Affairs, which satisfies their first year of college service. Faculty receive an introduction to campus services within the college, which include library services, advising, admissions, online learning, policies, and other topics related to teaching and learning in the community college environment. Department Chairs and School Deans also help to integrate new faculty members by holding regularly scheduled meetings with new faculty to discuss preferred teaching schedules, duties and responsibilities, college service, and important documents and forms.

Full-time faculty workload is described in Article XII of the MCCC Day contract and is usually 15 credits in each of the fall and spring terms, plus prescribed college service such as office hours, committee membership, and student advising. Adjunct faculty workload is outlined in Article XIII of the DCE agreement and usually does not exceed nine credits per term. There are no college service or office hours requirements for adjunct faculty. Faculty participation in college committees, in particular the Student Success, Academic Environment and Technologies, Teaching and Learning, and Curriculum and Policy Committees, ensures that faculty, through the Academic Senate, play a central role in shaping academic policy and exercising a positive influence on the College's academic quality and policies.

Assessment of the effectiveness of instruction for all faculty is informed by three inputs: periodic class visits and evaluation of course syllabi by the School Dean and student end-of-term course evaluations. These assessments and their regularity are outlined in Article XIII of the MCCC Day agreement for full-time faculty, and in Article XI of DCE agreement for adjunct faculty. Results of these evaluations are shared with the faculty members, and the School Dean determines if follow-up is necessary. As stipulated in the MCCC agreement, student evaluations play a role in non-tenured and tenured faculty's annual review process.

Teaching and Learning

MWCC offers classes in person, as well as through hybrid, asynchronous online, and synchronous/remote (videoconference) instruction. During AY2020-21 and AY2021-22, MWCC became 70% remote and 30% in-person for all class sections due to the COVID-19 pandemic. Through its Early College programs, MWCC offers dual enrollment at local high schools, on MWCC campuses as part of a cohort group and as traditional dual enrollment which enrolls high school students in regular MWCC classes. A dual language certificate program in Business is offered at the Leominster Campus in a pilot

project. Courses are offered in Spanish with a co-requisite ESL course. Since this program is offered in a Hyflex classroom, students have the option to attend in person or remotely (synchronously). The student's choice of mode is by the day, not by the semester, so students can participate in person one week and online the next week. These varied modalities continue to offer flexibility to students.

A commitment to quality in content and pedagogy is a collective effort among faculty and academic deans. Teaching methods are explained in course syllabi, which are reviewed by academic Department Chairs each semester. State standards also guide content and methods of instruction for several content areas, such as Early Childhood Education. Through both internal professional development workshops and professional organization continuing education, faculty stay current with accepted academic and professional standards and instructional best practices across academic disciplines.

Of the 246 faculty employed by the college in fall 2021, more than 74.8% are hired as adjuncts, which exposes students to a wide variety of disciplinary knowledge and perspectives from practicing professionals. Multiple course sections are offered by faculty and adjuncts to accommodate students' various schedules as well as preferred modalities in learning.

Student advising responsibilities fall to professional advisors in ACT, in THRIVE, in grant-funded programs with special populations, and to full-time faculty. For academic specialty areas, particularly in career preparation programs (e.g., Dental Hygiene, Nursing, Auto Tech) department faculty are assigned as advisors for they are best prepared to guide students in course selection, program progression, and career planning. Adjunct faculty are not contractually required to hold office hours so their role in advising is limited to informal interactions with students. The THRIVE Center's retention specialists are assigned as the advisor of record when a student is in danger of not completing a program because of academic or non-academic concerns. They investigate the individual student's needs and assist with accessing available services and support academic and financial aid appeals processes.

The College supports numerous faculty and professional staff development activities throughout the year. These include programming sponsored by Academic Affairs, HR, and general college funds (through a competitive application process). Full-time, part-time, adjunct faculty, and professional staff are invited to attend three Professional Development Days during the academic year, which are co-led by Academic Affairs and the Teaching and Learning committee of the Academic Senate. Faculty members and professional staff not only contribute topics focused on teaching and learning - they also facilitate the sessions. When professional development activities are available at the College, adjuncts are invited to attend despite Article VI of the DCE Contract, which holds that adjuncts are not required to participate in college service activities and are not compensated. The MCCC Day agreement provides for sabbatical leave so that faculty may engage in professional activities. Four sabbaticals have been used in the past five years.

Academic Affairs, in collaboration with several Academic Senate Committees and an ad hoc group of faculty and staff, is developing a nascent Center for Teaching and Learning (CTL). This center, much of which will be represented in the virtual learning environment as a course in the Blackboard LMS and in the new MWCC intranet, will serve as a learning hub for professional development for the College. The infrastructure is in place, and the curriculum is under development, with an expected launch in fall 2022. This comprehensive center will elaborate and formalize new faculty and staff onboarding, training, and continued professional development. Academic Affairs and the CTL committee will drive the content and curate content and instruction across the college.

HR supports faculty and staff pursuits in the area of professional development, and funding is available to support attendance at conferences or training. A committee reviews the rationale for funding requests and evaluates them based on how it supports one or more of the following four priorities: student success, access, integrative planning, and sustainability of the College's mission. HR's annual budget for professional development in FY2022 was \$20,000. Requests exceeded this amount by more than

\$36,000 and were covered by HR to enable all requests to be supported. The professional development budget line has been increased to \$40,000 for FY2023.

The MWCC Faculty Academy (FA) is a professional development opportunity sponsored by Academic Affairs that is focused on faculty working together to develop curriculum that is engaging and relevant for students, based on the [Pedagogy of Real Talk](#) (PRT). PRT was designed with the intention of connecting with all students, but most specifically those at risk, to ensure an environment of open communication and acceptance in the classroom. This is accomplished through instructional design and instructional delivery changes to preexisting courses that enable faculty to build a holistic approach to teaching, drawing on active learning to establish a sense of belonging. Individuals who engage in the FA do so voluntarily and commit to three years of active participation, which also serves as college service. In exchange for a stipend, FA members agree to devote a reasonable amount of out-of-class time to curriculum development, attend monthly meetings with their cohort to co-create, and participate in two retreats that take place at the conclusion of each semester. MWCC is one of several participating schools in the FA Consortium, along with Fitchburg State University, Middlesex Community College, and Berkshire Community College. Consortium members work closely with MWCC FA facilitators to promote the Pedagogy of Real Talk and implement these practices in their respective classrooms.

Full-time and adjunct faculty's right to Academic Freedom is defined and protected in Article VII of the MCCC Day agreement and in Article VI of the MCCC DCE agreement. There have been no grievances filed explicitly for academic freedom in the past five years.

Appraisal

Faculty and Academic Staff

At MWCC in fall 2021 the gender makeup of the student population was similar to that of faculty and staff: 68% of the student body was female compared to 62.2% of the faculty and 67.5% of the staff. The percentage of faculty and staff who are persons of color is far lower than the student body. In fall 2021, 34.4% of the student body were persons of color, while 8.1% of faculty and 9.2% of staff were persons of color. College leadership is concerned with these differences and the Chief Diversity Executive is exploring strategies for diversifying the faculty and staff.

MWCC's courses are taught by a qualified faculty comprised of both full-time and adjunct instructors. Most instructors have at least a Master's degree. Those without a graduate degree have demonstrated expertise and professional experience in a specific discipline. The hiring process for full-time faculty is designed to be inclusive of functions and perspectives, and to this end, the School Dean and Department Chair typically participate as committee members. This helps to ensure a thorough vetting of a candidate's qualifications. This process, however, tends to be cumbersome, lengthy, and time-consuming (especially the accommodation of all committee members' schedules). The college would benefit from exploring ways to streamline the process to reduce the chances of qualified candidates finding employment elsewhere before the College's process concludes.

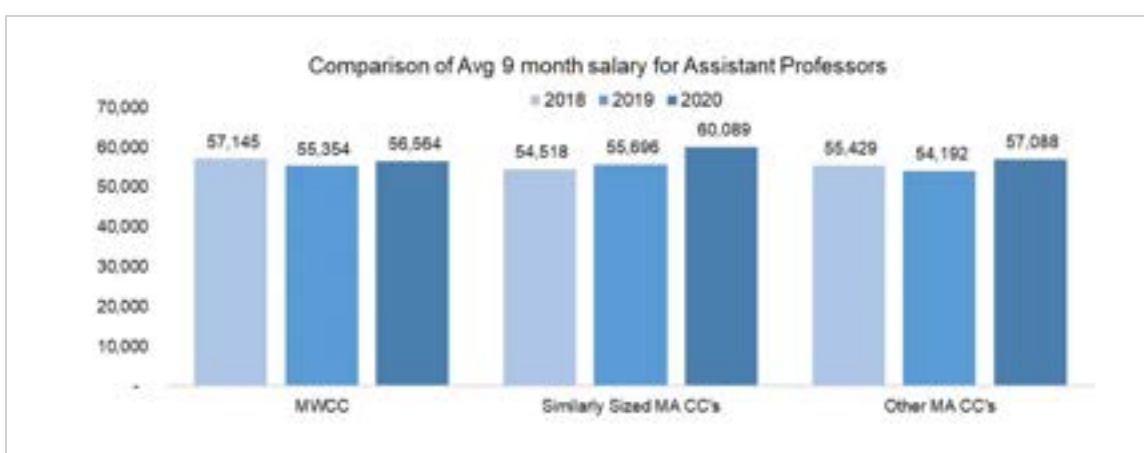
The hiring process for adjuncts is much more streamlined, with the division Dean defining the search process and making the hiring decision swiftly upon consultation of department faculty. This is often a necessity since adjuncts typically need to be hired and on-boarded with short notice prior to the start of the term. One disadvantage to this, however, is that department faculty are sometimes not directly involved in the hiring process, which can result in disconnect between the adjunct faculty member and other faculty members in the department as the new person on-boards (this is especially salient for fall semester hires that take place at the end of the summer).

The full-time faculty pay range is largely set and dictated by the MCCC bargaining agreement. Exceptions to this are sometimes made in recognition of industry competitiveness or specialized skills

and licensure requirements for accredited programs, for example in the allied health disciplines. Salary determinations are made during negotiations during the hiring process, with final decisions resting with HR, the CFO, and the President. Although HR makes recommendations based on the totality of a candidate's educational and professional record, market demand, and critical need for credentialed faculty to contribute to the academic program, there is not a transparent process for faculty to understand how such determinations are made.

Based on IPEDS HR Survey data, the average salary for assistant professors at MWCC is similar to that of other community colleges. However, the wages at other similarly sized community colleges have increased more than 8% over the last five years, as compared to 1% at MWCC. The forthcoming compensation study will enable a deeper dive into salary; however, faculty salaries ranges are established by the MCCC contract (See figure 9).

Figure 9. Comparison of Average 9-month salary for Assistant Professors



Full-time faculty taught 33.5% - 35.1% of courses from FY2019 to FY2022 (See DFF 6.1). There are some certificate and associate degree programs that are predominantly taught by adjunct faculty. This reliance on adjunct faculty to teach such a high proportion of courses challenges smaller programs and departments in the assessment of student learning and teaching effectiveness and diminishes efforts to promote consistency and rigor as led by full-time faculty.

The challenges in hiring mentioned above, coupled with the 2019 retirement incentive, have increased the workload of the College's full-time faculty. Low membership numbers on standing committees and the Academic Senate are one illustration of the choices that individual faculty members must make to find balance amid the varied responsibilities of student advising, academic planning, participation in policymaking, course- and curricular development, scholarship and grant-writing, professional development, and institutional governance. Some academic programs have only one full-time faculty member in a program (e.g., Chemistry). The Medical Lab Tech program had to close out because the College was unable to fill the requisite faculty positions (this same trend for this program is shared at sister CCs).

Full-time faculty regularly participate in department and division meetings, which fosters a sense of unified purpose and procedure and provides the structure for leading curricular and programmatic alignment, review, and continuous improvement. Adjunct faculty are not required to attend these meetings and are not compensated for their attendance should they choose to do so. While adjunct faculty are invited to professional development days, attendance at the college professional days for adjuncts is often limited due to their own work-related commitments. These constraints on the engagement of adjunct faculty diminish the consistency in the instruction across a given program and

limit their contributions to the academic life of the department. In addition, anecdotal comments to the Adjunct Advisory Board suggest that adjunct faculty feel disconnected from their departments and their colleagues and do not feel fully integrated into the MWCC milieu. During the COVID-19 pandemic, the College used Perkins grant monies to pay for department meetings scheduled in the evenings to enable participation of full-time and adjunct faculty. The information-sharing that occurred during these meetings was beneficial to both groups of faculty, and the expanded opportunities for all faculty to learn together via professional development is vital to instructional quality and continuous improvement of the curriculum.

Following the retirement incentive in FY2019, which had eight faculty retire, the faculty and deans have expressed concern regarding the number of full-time faculty that are needed to manage the academic programs and to participate in service. Concomitantly, concerns have been raised by faculty about the Mount's staffing model, observing that our professional and administrative staff numbers mirror those of larger sister institutions. These concerns speak to a broader need for a staffing analysis study to identify potential staffing gaps and to promote a greater understanding of staffing models appropriate for a student-centered institution with rich services to support student success.

As an investment in academic quality and academic leadership, MWCC hired six new full-time faculty members in FY2021. For the fall 2022, the College is expecting to hire 12-14 new faculty: six new positions and eight replacement positions.

The duties of the two different types of faculty at MWCC are spelled out in their respective labor agreements. Information about the relevant workplace policies and practices at the College can be found on the [HR website](#). The College currently does not have one central location with faculty-specific and faculty-focused information. This impedes consistent communication about the College among both full-time and adjunct faculty. The College is finalizing a policy that all digital communications with students must occur via MWCC email or through the LMS. Because many adjuncts teach at multiple institutions, there is a tendency for them to use either private email or another college's email system for all of their communications. For reasons of consistency as well as e-disclosure policy purposes, this policy needs to be institutionalized.

Onboarding of new adjunct faculty is inconsistent. To address the needs of new adjuncts, the Adjunct Advisory Board was created in 2017 and had convened monthly, offering conversations by seasoned adjuncts for new adjuncts. Importantly, these monthly meetings were held in the evening in recognition of the fact that most adjunct faculty have full-time employment elsewhere. The Board was discontinued in 2019 due to other priorities. In its place, Academic Affairs is developing a curriculum in the TLC that will serve as an asynchronous learning and resource center for onboarding new adjunct faculty. There will be built-in opportunities for adjunct faculty to engage with full-time faculty and staff in intentional co-learning and community-building activities. This will allow new faculty to familiarize themselves with policies, procedures, expectations, and students at the College, and is also expected to help build a sense of community among peers, peer mentors, administration, and professional staff. New adjunct faculty are invited to attend these meetings with the Deans, although outside work commitments may impede their ability to attend meetings during the workday.

The onboarding of new full-time faculty and staff, as well, needs elaboration and formalization. Currently, academic Deans and the Director of Learning Design and Technology convene the new faculty during the first year of their tenure to provide support, review policies and procedures, and provide professional development in areas such as online pedagogy and active learning. The new CTL will provide the structure for engaging all faculty in ongoing professional development and will thus regularize professional development to disseminate best practices, set standards and expectations, fortify policies, foster communication, and build a learning community of scholars and educators.

Teaching and Learning

Data regarding outcomes of courses taught utilizing the Pedagogy of Real Talk (PRT) has demonstrated very favorable outcomes when compared to the same courses taught without the utilization of PRT (EI #143 & 044) and are covered in Standard 8 in more detail. Course Metrics Reports are also generated at the conclusion of each academic year, presenting data about the efficacy of the Real Talk approach. For the faculty that participate in FA, these reports provide an additional method for assessing their pedagogy as well as student learning. The FA has grown steadily since its inception and is launching its fourth cohort in fall 2022. The FA will continue to be supported by Academic Affairs and the professional development infrastructure of the TLC. A challenge for the FA is the name as a “faculty academy” leads to academic staff to think they cannot participate; it is in fact open to any academic staff who work directly with students. For staff to carve out the time for this significant commitment, supervisors must be on board with its value and impact for students. It is challenging to disseminate the best practices of FA beyond the participants because the model requires a three-year-long commitment.

In 2021, the Gardner Campus upgraded 25 classrooms to HyFlex, media-rich systems that allow students to attend class either virtually or in person. This modality is ideal for underserved populations such as non-traditional students with families and jobs and for students for whom one of the regional campuses is home base, giving students the flexibility to attend in person and allowing remote participation when circumstances dictate. MWCC is supported by a dedicated IT team that enabled students and faculty to successfully pivot to remote and online learning during the COVID-19 pandemic. Mandatory training for faculty in HyFlex best practices was provided by the Director of Educational Technology and Media Services specialists. Despite the promise of HyFlex as a tool for maximizing flexibility, interest in this mode has diminished as the campus was repopulated. A few individual faculty and the Dual Language courses have continued to make use of HyFlex equipment. In light of this trend, it makes more sense to focus on investing in creating a small number of fully equipped HyFlex classrooms (e.g., multiple microphones, cameras, and monitors) rather than equipping many classrooms with basic HyFlex setups. A process for prioritizing HyFlex assignments has not been established.

With the hiring of an Instructional Designer and a Director of Learning Design and Technology (in January 2022), the College expects to provide more assistance to faculty with direct support and professional development activities in areas such as implementation of best practices in online pedagogy, learning design, and course development as well as the integration of technology and applications across the College.

Academic advising is carried out by full-time faculty and by academic professionals in the ACT and THRIVE. This is an effective model in that the bulk of advising, which is provided by the generalist ACT advisors who are knowledgeable about all programs and transfer options and processes, is complemented by the faculty advising in specialty programs such as Nursing and Dental Hygiene, which engages students upon admission to selective programs or otherwise connected with a specific profession. This type of professional preparation advising is most effectively provided by faculty experts and practitioners. In addition, MWCC has many grant- and institutionally funded programs and centers that provide specialized advising for specific populations. The TRIO grant has specialized advisors, which report to the IVP of Student Affairs. The Health Career Opportunity Programs (HCOP) is a grant-funded advising service for first-generation, limited income Allied Health students (except for Nursing majors). In a similar vein, the Visions/Rx program is a grant-funded advising and support group service that also aims to assist first-generation, limited income, or disabled students. The Rx portion of the program serves the same population enrolled in Health Science programs. Institution-funded advising services include Disability Services, CCAMPIS, and Veterans Services. While this distributed model of advising connects students with an advisor whose work might be tailored to suit the needs of specific populations, the drawback emerges from a lack of consistency across the various programs and divisions and an absence of a single supervisor, convener, or set of training. Recently, a new position of Assistant Director of Advising was created in the ACT to convene all advisors from all corners of the College and harmonize

practices across these diverse teams, and to collaboratively build out the communications systems to better track and record data on student progress and needs.

There are contractual factors that limit oversight, expectation setting, and review of full-time, part-time, and adjunct faculty in the [MCCC bargaining agreement](#). The College does not currently have a process in place for regular review and approval of syllabi, course design, or learning assessment by Chairs or Deans in advance of the semester start. Although syllabi are reviewed by Chairs, the process does not allow for pre-semester review and opportunities for making improvements before the semester starts. In addition, Deans are only allowed to review faculty work based on strict evaluation procedures as dictated by the MCCC Day and DCE contracts. In addition, because of the adjunct faculty seniority list, Deans are hampered from making sound academic decisions that best serve students, for they are contractually bound to hire the more senior adjunct faculty even if there were emerging talent they would like to place into specific courses. Exploration of strategies for implementing more structured processes for course development, review, and continuous improvement is in progress. For fall 2022, new course design and development review/approval procedures (EI #219), based on best practices for online instruction, will be implemented with support of the Online Learning Committee (a joint MCCC-MWCC administration committee). Application of these review/approval processes for all modes of study would be the next step in the evolution of continuous improvement, which will be possible through the collaborative effort among the faculty, the MCCC, and the academic deans.

Faculty professional development is critical to supporting best practices and fostering a culture of learning and continuous improvement in teaching. Professional development opportunities at MWCC have been available (e.g., thrice-annual Professional Development Day) but not abundant or systematic. The recently hired Director of Assessment is instituting regular assessment of professional development offerings through the following means: surveys of faculty and staff following professional development days, integrating reflective assessment in CTL offerings, and regular assessment of advising in collaboration with ACT. Recent investments indicate that professional development opportunities are growing and being woven into the fabric of the College. The advent of the TLC is vital for more deeply institutionalizing onboarding, training, and development of faculty and staff in support of the pursuit of teaching and learning excellence. The addition of two new positions dedicated to supporting instruction, an Instructional Designer and a Director of Learning Design and Technology, will allow the College to provide faculty with workshops and one-to-one support of learning design and course development and will be central in disseminating and institutionalizing best practices in online learning and instruction in general. This newly formed learning design team will play a significant role in building out the teaching and learning resources and the CLT infrastructure in collaboration with the Teaching and Learning Committee (TLC), which will support faculty in developing workshops to share pedagogical innovations and best practices. An important strategic goal for Academic Affairs is to elaborate the TLC in order to foster a culture of learning and professional development across the institution. Broadening and incentivizing engagement is critical. To this end, Academic Affairs is building a diverse TLC working group to co-develop the center in close partnership with faculty and staff.

Strengths	Challenges
- Well-prepared faculty and academic staff dedicated to quality student learning and advising who play a significant role in shaping the curriculum and program development - Investment in learning design and instructional design support to promote best practice in instruction - MWCC has the precursors and infrastructure in place to develop a Center for Teaching and Learning in Fall 2022 - New position of Chief Diversity Executive will lead actions for driving forward the Equity Agenda goals for diversifying the faculty and staff - New positions of Director of Learning Design and Technology and Instructional Designer will co-lead faculty professional development and support instructional innovation	- Heavy reliance on adjunct faculty who play a limited (to no) role in curricular development, governance, providing office hours for students, advising, and participation in professional development - Limited opportunity for supervisors or peers to review and provide feedback on instruction and to promote consistent, quality instruction across all sections and modes - Diversity of faculty does not reflect the student community demographics - Advising is provided by a diverse array of staff and faculty; efforts to harmonize practice across divisions must proceed to create consistency in practice - Complete the staffing analysis to determine the most effective proportion of FT to PT faculty with the goals of optimizing the learning & advising environment for students and positioning the FT faculty for academic leadership of programs - Improve the onboarding and training processes for new faculty and academic staff through more formalized programming (via the TLC) - Advocating for equitable & competitive faculty salaries

Projection	Responsible Person	Time Frame
1 Develop a plan to diversify the faculty to mirror the diversity of the MWCC student body.	Chief Diversity Executive, HR	3-5 years
2 Analyze faculty staffing, enrollment trends and course demands as part of the academic and strategic planning process	Academic Affairs LT VPF & A	2-5 years
3 Create a centralized location where instructors can find workplace information and policies specific to their job. Create a centrally managed onboarding and professional development process for faculty and staff via the new TLC.	VPAA TLC HR	2-3 years
4 Strengthen consistency among courses (e.g., alignment of learning outcomes across sections; optimize student experience; application of learning design best practices (e.g., Quality Matter rubric); and standardization of technology use (e.g., LMS usage; 508 compliance).	Director of Assessment VPAA, Director of Learning, Design & Technology, Instructional Designer	3-5 years
5 Establish an active Center for Teaching and Learning. This Center could serve as a hub for many ongoing initiatives, including professional development for instructors in online pedagogy and for supporting the Faculty Academy.	Academic Affairs, Teaching & Learning Committee and Center, Faculty Academy	2-5 years

Projection		Responsible Person	Time Frame
6	Implement strategies for promoting continuous improvement of instruction in context of MCCC DAY and DCE contracts.	President LT, Academic Senate, MCCC union, DCE union	3-5 years
7	Implement instructional quality assurance processes (e.g., course design and development review/approval process).	IVPAA Director of Learning, Design & Technology, Instructional Designer, Director of Assessment	2-5 years
8	Harmonize advising practices and systems among the various advising entities.	Assistant Director of Advising, Dean of Academic Affairs, IVP of Student Affairs	2 years

Standard 6: Teaching, Learning, & Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2019) Fall 2018	2 Years Prior (FY 2020) Fall 2019	1 Year Prior (FY 2021) Fall 2020	Current Year (FY 2022) Fall 2021
Number of Faculty by category				
Full-time	72	65	60	62
Part-time	0	0	0	0
Adjunct	386	430	185	184
Total	458	495	245	246
Percentage of Courses taught by full-time faculty				
Fall Term	33.5%	35.2%	34.5%	35.1%
Number of Faculty by rank, if applicable				
Professor	29	25	26	26
Associate	29	23	21	25
Assistant	10	15	13	10
Instructor	4	2	0	1
Other; specify below:				
Adjunct	386	430	185	184
Total	458	495	245	246
Number of Academic Staff by category				
Librarians/Library Staff	7	8	8	5
Advisors (THRIVE & ACT)	8	8	12	12
Instructional Designers	-	-	-	-
Other; specify below:				
Academic Support Center	29	25	22	17
VP/Deans	8	8	6	6
Education Technology			1	0
Total	52	49	49	40

Please enter any explanatory notes in the box below

Courses taught by full-time faculty were identified by credit CRN with a billing codes specific to full-time faculty. FT faculty counts are unduplicated. In FY 2019 and 2020 the adjunct faculty included employees in other roles who taught as adjunct faculty. Starting FY2021 that process was adjusted to only have adjunct faculty counted. Director of Advising and Director of Retention were counted with their staff of advisors.

Standard 6: Teaching, Learning, & Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Highest Degree Earned: Doctorate		72	65	60	62
Faculty	Professor	10	9	8	8
	Associate	3	2	1	4
	Assistant	2	4	3	2
	Instructor	0	0	0	0
	No rank				
	Other	0	0	0	0
	Total	15	15	12	14
Academic Staff	Librarians				
	Advisors				
	Other; specify*				
Highest Degree Earned: Master's					
Faculty	Professor	19	16	17	17
	Associate	24	20	19	20
	Assistant	4	8	8	6
	Instructor	2	1	0	1
	No rank				
	Other	0	0	0	0
	Total	49	45	44	44
Academic Staff	Librarians				
	Advisors				
	Other; specify*				
		0	0	0	0
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	2	1	1	1
	Assistant	3	2	2	2
	Instructor	1	0	0	0
	No rank				
	Other	0	0	0	0
	Total	6	3	3	3
Academic Staff	Librarians	0	0	0	
	Advisors	1			
	Other; specify*				
	Total	1	0	0	0
Highest Degree Earned: Professional License					
Faculty	Professor	0	0	1	1
	Associate	0	0	0	0
	Assistant	1	1	0	0
	Instructor	1	1	0	0
	No rank				
	Other	0	0	0	0
	Total	2	2	1	1
Academic Staff	Librarians				
	Advisors				
	Other; specify*				

Standard 6: Teaching, Learning, & Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
?	Number of Faculty Appointed								
	Professor								
	Associate								
	Assistant	4		6		7		6	
	Instructor	1							
	No rank		46		30				
	Other								
	Total	5		6	30	7	0	6	0
?	Number of Faculty in Tenured Positions								
	Professor	28		25		24		24	
	Associate	16		16		15		14	
	Assistant	1		1					
	Instructor								
	No rank								
	Other								
	Total	45		42	0	39	0	38	0
?	Number of Faculty Departing								
	Professor	1		0				1	
	Associate	1		3		1		1	
	Assistant	1		1					
	Instructor	2		2					
	No rank								
	Other								
	Total	5		6	0	1	0	2	0
?	Number of Faculty Retiring								
	Professor	4		3		1		1	
	Associate	1						1	
	Assistant								
	Instructor								
	No rank								
	Other								
	Total	5		3	0	1	0	2	0
Fall Teaching Load, in credit hours									
Professor	Maximum	15.00		15.00		15.00		15.00	
	Median	7.50		7.50		7.50		7.50	
Associate	Maximum	15.00		15.00		15.00		15.00	
	Median	7.50		7.50		7.50		7.50	
Assistant	Maximum	15.00		15.00		15.00		15.00	
	Median	7.50		7.50		7.50		7.50	
Instructor	Maximum	15.00		15.00		15.00		15.00	
	Median	7.50		7.50		7.50		7.50	
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, & Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

Fall 2018		Fall 2019		Fall 2020		Fall 2021	
3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

?	Allied Health	0.0		0.0		1.0		1.0	
	Accounting	0.0		0.0		0.0		1.0	
	American Sign Language	1.0		0.0		0.0		0.0	
	Art	2.0		2.0		2.0		2.0	
	Automotive	1.0		1.0		1.0		1.0	
	Biology	5.0		5.0		4.0		4.0	
	Biotechnology	1.0		1.0		1.0		1.0	
	Business	3.0		2.0		2.0		2.0	
	Chemistry	1.0		1.0		1.0		1.0	
	Clinical Lab Science	1.0		0.0		0.0		0.0	
	Computer Information Systems	4.0		4.0		3.0		3.0	
	Criminal Justice	2.0		2.0		0.0		1.0	
	Dental Hygiene	2.0		2.0		2.0		2.0	
	Early Childhood Education	3.0		3.0		3.0		3.0	
	English	8.0		8.0		8.0		8.0	
	English as a Second Language	1.0		1.0		1.0		1.0	
	Graphic and Interactive Design	2.0		2.0		2.0		2.0	
	Health Information Management	2.0		2.0		0.0		0.0	
	History/Political Science	0.0		0.0		0.0		0.0	
	Human Services & Social Science	3.0		3.0		3.0		3.0	
	Legal Studies	1.0		1.0		1.0		1.0	
	Mathematics	5.5		5.0		5.0		5.0	
	Media Arts & Technology	2.0		1.0		2.0		2.0	
	Medical Assisting	1.0		1.0		1.0		1.0	
	Natural Resources	0.0		0.0		0.0		1.0	
	Nursing	14.0		11.0		10.0		9.0	
	Paramedic Program	1.0		1.0		1.0		1.0	
	Philosophy	1.0		1.0		1.0		1.0	
	Physical Therapy Assistant	2.0		2.0		2.0		2.0	
	Physics	0.5		1.0		1.0		1.0	
	Theatre	1.0		1.0		1.0		1.0	
	Vet Tech	1.0		1.0		1.0		1.0	
	Total	72.0		65.0	0	60.0	0	62	0

Please enter any explanatory notes in the box below

The Math and Physics department evenly split a faculty member, so half a full-time faculty member is included in each headcount.

Standard 6: Teaching, Learning, & Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time (adjunct)	Total Headcount	Headcount Goal (2024)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	40	113	153	n/a
Male	22	71	93	n/a
Hispanic/Latinx	3	5	8	11
Black/African American	2	3	5	10
Asian	3	4	7	10
White	54	171	225	212
Two or More Races	0	0	0	2
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (2024)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	19	7	26	n/a
Male	4	10	14	n/a
Hispanic/Latinx	3	0	3	5
Black/African American	1	0	1	3
White	19	17	36	32
			0	
			0	

Please enter any explanatory notes in the box below

Based on the Fall 2021 employment used in the 2021-22 IPEDS HR Survey reporting. MWCC has hired 9 new full-time faculty starting in fall 2022. We expect the number of new faculty to decrease next year, but we are redoubling our efforts for future recruiting. We expect retirements and departures to be predominantly white faculty. We're working with the Chief Diversity Executive to improve recruitment of diverse faculty and staff. MWCC is not focused on setting goals for male/female for faculty and staff hires as the workforce is representative of the student body.

Standard 7: Institutional Resources

Description

Human Resources

In fall 2021, MWCC employed a total of 621 individuals to fulfill its mission. Of these employees, 55.1% (342) were part-time and 44.9% (279) full-time. Instructional staff comprised 39.6% (246). Between FY2019 and FY2022 the College's full-time instructional staff decreased by 18% which was largely due to the 2019 retirement incentive program, which led to eight retirements among the full-time faculty. This necessitated a shift to a greater reliance on adjunct faculty. MWCC has been replenishing the full-time faculty over the past two years. In AY2021-22, six new full-time faculty were hired, and we are in the process of hiring 14 new and replacement full-time faculty for AY2022-23.

At MWCC, 116 full-time employees are members of the Massachusetts Community College Council (MCCC), 80 are members of the American Federation of State, County, and Municipal Employees (AFSCME), with the remaining 90 classified as Non-Unit Professionals (NUP).

Job postings for vacant or new positions are published on MWCC's website and via professional networks to ensure that the College can attract qualified candidates. The College establishes minimum qualifications for all positions and adheres to the established classification qualifications while simultaneously focusing on improving the diversity of its workforce. The newly hired Chief Diversity Executive is responsible for catalyzing and supporting additional progress in this area.

The college houses its Human Resources process and policies on the [HR page of the MWCC website](#) and the cloud-based OneDrive. During the onboarding process for new employees, MWCC shares its policies with new hires, including the Policy on Affirmative Action, Equal Opportunity and Diversity, the Policy on Drugs and Alcohol, and the Acceptable Use of Information Technology Policy. Employees are required to complete Title IX training within 30 days of hire, and conflict of interest training every other year.

The terms of employment for full-time faculty and professional staff are covered with the MCCC Day Contract, the MCCC Division of Continuing Education (DCE) contract for adjunct faculty, and the AFSCME Contract govern the terms of employment for their respective unit members. Employee compensation, methods for evaluation, benefits, the grievance process, tenure and promotion, and other terms of employment are clearly defined within and applied in good faith by both the bargaining unit and MWCC. For Non-Unit Professionals the terms of employment and compensation are outlined in the NUP Handbook. These are also available on the HR website.

All college employees are encouraged to pursue discipline-specific professional development. Departments can request specific budgets, or employees can also apply for funds from the college-wide Professional Development Committee (EI #054). Human Resources, with the support of the Director of Learning Design and Technology, provides additional learning opportunities for faculty and staff, which will be coordinated in the new Center for Teaching and Learning. Professional staff and faculty are encouraged to participate in the college-wide Professional Development Day offered three times per year (EI #065). Full-time college employees are eligible for tuition remission at Massachusetts state universities and community colleges to further their education and professional development.

Financial Resources

Funding Sources

MWCC is primarily funded by three sources: an annual State Appropriation (42% of total revenue FYE 6/30/2021), grants and contracts (36%), and tuition and fees (17%). In addition to the operating budget, MWCC provides additional layers of support to students as well as academic and institutional initiatives with state, federal, and foundation grants and contracts through the College's Resource & Strategic Initiative Development Office. Grant funds vary from \$6 million to \$9 million annually and are temporary in nature (EI #149 and #165). MWCC received three rounds of federal stimulus funding totaling \$11.2 million for institutional use and \$7.4 million for distribution to students. Institutional funding is restricted to covering those costs incurred as a direct result of the COVID-19 pandemic, including recovery of lost revenues.

Expenditures

Sixty-seven percent of expenses directly fund instruction, academic support, student services, and scholarships. Seventy-one percent of total costs are directly attributable to salaries and benefits (See EI # 155, pages 13, & 14).

Financial Management

Financial management at MWCC consists of two core activities: 1) planning to ensure adequate resources and fiscal stability, and 2) controls to assure that the plan is adhered to and that resources are well-shepherded. MWCC has a professionally qualified finance staff that is overseen by the Vice President for Finance and Administration (VPF&A), who serves as the College's Chief Financial Officer (CFO). A subcommittee of the Board of Trustees, the Finance Committee, receives quarterly reports on the College's financial health and helps to guide its fiscal policies.

Financial Planning

The College has focused primarily on the current and upcoming fiscal year but is currently developing a fresh approach to the multiyear plan that will align with strategic- and financial planning efforts. This multiyear plan will enable evaluation of the ability to ensure continued educational quality and services for students. A balanced budget is developed for each year in a structured manner, with three overarching goals: accuracy, participation, and the strategic and equitable allocation of resources that align with the College's mission. The budget process includes consultation with department heads, data cost center managers, and other relevant constituencies. Departmental budget requests are prioritized to fit into fiscal constraints, as well as carry out the departmental mission, and they are reviewed to ensure that fiscal resources are distributed equitably to support academic quality.

The budget itself is comprised of two tiers of expenses: those necessary for the day-to-day operation of departments, and those related to accomplishing MWCC's long-range strategic plan. The result is a financial plan that is prudent and demonstrates flexibility, that encourages creativity in expending resources, and that keeps any increase in students' fees to a minimum. The College has built several fail-safes into its financial planning in case of additional funds being needed during the year. A contingency allowance is available to provide emergency funding, and planned savings hedge against economic downturns. The finance office works closely with the Leadership Team throughout the process of constructing the budget, which is finally approved by the Board of Trustees.

Sustainability

To provide long-term stability to the institution, MWCC has built up reserve funds to assure continuity of operations and quality of education during periods of budgetary deficits. The reserve fund is comprised of cash equivalent and equity investments made in accordance with the College's Investment Policy. As of June 30, 2022, the College's reserve funds totaled \$7.5 million. Since FY 2019 the fund has grown from \$4.022M to \$7.5M. There have been no withdrawals from the investments since FY2019. There have not been any additions to the funds either, all the gains were from very favorable market conditions and

these gains have been left in the reserves. The building and grounds of MWCC fall under the purview of the Massachusetts Department of Capital Asset Maintenance and Management (DCAMM). DCAMM makes funding available to cover deferred maintenance and capital projects costs, which vary from year to year and are dependent on overall state funding priorities. MWCC is currently completing deferred maintenance projects under a five-year, \$5.9 million deferred maintenance allotment, but despite this, there remains a significant amount of deferred maintenance both in plain view and with behind-the-scenes infrastructure (EI #242). Several debt instruments were used to fund various capital initiatives; a detailed listing of current debt can be found in the financial statements (EI # 267). The College remains firmly committed to not taking on any additional debt in the future.

Oversight and Internal Controls

The College prepares its financial statements in accordance with generally accepted accounting policies. Financial statements are audited annually along with all other Massachusetts community colleges by an independent audit firm. The audit firm presents the audited financial statements and reports any findings in a management letter to the Board of Trustees, ensuring transparency of information (EI #049). Additionally, the College is subject to random audits and reviews conducted by the State Auditor's Office and the State Comptroller's Quality Assurance Bureau. Results of all audits and any corrective actions taken are presented to the Board of Trustees for their oversight. To assure adequate control and monitoring of fiscal progress, the College adheres to the Commonwealth requirement and procedure [Enterprise-Wide Internal Control Policy](#). This policy is reviewed and updated regularly as new areas of risk arise.

Fundraising

Like the other community colleges in Massachusetts, MWCC conducts fundraising efforts to fulfill its institutional purposes through the MWCC Foundation, Inc. via both donor gifts and private foundation grants. The Foundation is governed by a [Board of Directors](#) which is supported by the work of MWCC's Development Office to write and submit grants to private foundations. The monies raised are used to provide scholarships and financial awards to students, fund certain College projects, and cover the Foundation's own operating costs. The MWCC Foundation's Executive Director manages the day-to-day operations of the volunteer board, keeping the Foundation's activities aligned with the College's mission and goals. The MWCC Foundation possesses \$12.1 million in assets, including \$2.4 million in funds held at the community foundation, and \$9.6 million held in the MWCC foundation funds. Prior to June 30, 2022, the fund's value ranged from \$7.4 - \$7.9 million over the previous four years. The AwardSpring software which was implemented in 2015 helps the Foundation maintain a standardized process for collecting applications and awarding scholarships. The Foundation is currently establishing a supporter/alumni network via LinkedIn and is considering implementing a planned giving campaign, as well as electronic methods of receiving donor support.

Information, Physical and Technological Resources

Information Resources

The MWCC [LaChance Library](#) and the Academic Support Center (located inside the Library; recently renamed Learning Success Center) provide resources and a welcoming environment for research, study, and learning support for MWCC students, faculty, staff, and the local community. The library therefore serves as the central, academic hub for the College. Tutoring, ITS, and accommodated Testing Services are also located within the library. Students can access computers and receive printing support, and they can make use of individual and group study rooms for student use. The Library has extensive e-resources, including more than 80 databases, support for Open Educational Resources (OER), online tutorials, and over 50 research guides created for individual courses, assignments, and library or college-wide initiatives (EI #105). These resources complement the 35,000 in-house volumes and the extensive resources made available through membership in CWMARS (Central and Western Massachusetts Resource Sharing), a diverse library consortium. Patrons can access the databases and the library catalog from off-campus with their library login credentials. The Library maintains subscriptions for *Films*

on Demand and *Kanopy*, both movie streaming services that are available to all patrons free of charge. In addition to the library staff available on the Gardner campus, MWCC provides library support at the Leominster campus, virtual consultations via Zoom, and the Library's website includes a live chat feature for immediate help from library staff.

Physical Resources

MWCC offers academic programs and services at five locations in North Central Massachusetts: the main campus and a recently purchased space (Auto Tech facility) nearby in Gardner; and rented facilities in Leominster, Devens, and Fitchburg. The College also delivers its academic programs at two correctional facilities via the Second Chance Pell program and on high school campuses in Early College programs.

Gardner Campus: The main campus occupies a former farm and consists of 269 acres of land, including 2.5 miles of roadways and parking lots. Outdoor facilities include sports courts, fields, and a running track. The largest of the free-standing buildings is the three-story, 322,000 square foot academic building, dating from 1974. A 40,000 square foot Art Wing was added in 1965, and the Robert D. Wetmore Center for Innovation in Design, Technology, and Resource Development wing was added in 2006. The latest addition was completed in 2016, a 35,000 square foot science wing which replaced 40-year-old science labs with modern teaching and learning space and state-of-the-art equipment to support the growing number of students enrolled in Science, Technology, Engineering, and Math (STEM) programs. The \$37.9 million project included updates and repairs to the aging infrastructure of the academic building; renovations to the theatre to address Americans with Disabilities Act (ADA) compliance issues; technical and mechanical renovations to the Fitness Center; and the creation of additional study, academic advising, and meeting spaces which are modern and inviting. The MWCC Foundation, Inc. recently purchased 9,800 square-foot building 10 minutes from the main campus to house the automotive technology program and enable growth of the program (including a nascent e-vehicle curriculum).

Leominster Campus: MWCC leases 12,000 square feet of a 17,600 square foot building in Leominster, MA. The site offers credit classes in a variety of programs, as well as English as a Second Language and developmental courses. Non-credit, occupational training programs designed to respond to the needs of un- and under-employed individuals are held at this site, which also functions as the delivery location of the North Central Educational Opportunity Center (NCEOC), a program funded by the U.S. Department of Education. The EOC provides counseling and information on college admissions to qualified adults who want to enter or continue post-secondary education, with a particular emphasis on financial aid. The site is undergoing a complete interior reconstruction during summer and fall 2022 semesters in preparation for a reopening by January 2023.

Devens Campus: The College leases 40,000 square feet in an office part in Devens, MA. The site houses an adult basic education (ABE) program and administrative offices, funded by the Massachusetts Department of Education. The ABE program provides English and basic literacy classes to students 16 years of age or older free of charge. The Devens campus is also the home to various non-credit programs and has supported credit-bearing coursework (namely, medical simulation labs) until recently. The College plans to decrease the footprint of this space and consolidate the simulation labs to the main campus, thus moving all credit-bearing activity to Gardner. The lease is set to expire in January 2023 and members of the College are discussing whether to continue offering programs at this site, and if so, at what level of activity.

Fitchburg Campus: The Fitchburg campus houses the College's Dental Hygiene and Dental Assisting programs. The 5,600 square foot facility is located inside the Community Health Connections (CHC) facility, adjacent to the CHC dental service. Teaching, advising and clinical activities and experiences of the Dental Hygiene and Assisting programs occur at this site. Students gain clinical experience by providing oral health preventative services to patients of CHC and the surrounding community.

Additional significant free-standing buildings on the Gardner campus include the Vietnam Veterans Memorial Physical Education Complex; the Garrison Center for Early Childhood Education; and a 5,000 square foot biomass power plant built in 2002 that replaced most of the electrical heat previously required. In fall 2016, MWCC converted an unused cement patio into the award-winning Bemis Student Center, providing students a beautiful and functional space to call their own as they pursue their academics at MWCC. As a commuter school, the Bemis Center offers students booths and tables for group study, recreational space with video games and pool tables and space for socializing between classes.

Accessibility and Safety

Ramp access is available to all buildings, and elevators provide access to all levels of the main building. Power-assisted doors and signage accommodate the visually impaired. In 2017, major renovations were completed on the parking lots and roadways, and the related electrical infrastructure. The fire alarm system is undergoing a full upgrade to provide better location identification of fire alarms, as well as a speaker system and additional fire alarm panels. The College is in full compliance with all state and local building code requirements concerning health and safety and meets or exceeds all requirements of the ADA.

Technological Resources

MWCC maintains its technological resources through the implementation of the ITS Operational Plan, which details the status of all operating systems and lays out a road map of projects to maintain their reliability. ITS draws upon an annual budget of over \$2.1 million to fulfill its responsibilities to the campus. The three operational units of ITS, Enterprise Systems Development, Infrastructure, and IT User Services, are staffed by ten professional and support staff led by the Executive Director of Information Technology. MWCC outsources its Banner, Linux, and Windows systems and server management to OculuIT. The College's hardware and software are replaced regularly at either the end of support or warranty. Classroom computers are replaced on a four-year cycle, and multimedia equipment is replaced on a six-year cycle. MWCC's course management system is Blackboard and is supported by the Director of Learning Design and Technology in collaboration with ITS. MWCC's Student Information System, Banner X, is connected to multiple other software systems throughout the institution. MWCC has policies in place for integrity and security of data, privacy of individuals, IT acceptable use (EI #096), business continuity (EI #092), and physical security (EI #092).

ITS undertook several unplanned changes and upgrades in 2020 to allow for the campus to shift full-scale to remote learning. One of the most widely used changes was the approval and implementation of a Zoom site license for faculty, staff and students. An important part of the pandemic pivot was the establishment of a virtual computer lab by ITS that increased student remote access to multiple systems using a modern browser on any computer or tablet. On-campus computer labs were also created on the Gardner and Leominster campuses. In FY2021 twenty-five classrooms were updated to HyFlex systems to enable students to attend class either virtually or in-person. With COVID-19 stimulus money, IT was able to buy over 200 laptops and 300 headsets to loan to students and staff during this time.

Student organizations and co-curricular activities were supported through the addition of InvolveMOUNT which enabled student organizations to remain active while remote. Students and alumni gained remote access to electronic transcripts through upgrading of eTranscripts, and ITS purchased and is installing Banner Document Management system for the campus. Other IT infrastructure upgrades that have occurred in the past 10 years are detailed in EI #099.

MWCC has engaged an outsourced provider, Black Belt Help, as a first tier of support for the 24/7/365 help desk service it provides for students, faculty, and staff. Issues requiring in-person assistance are handled by the Help Desk staff. The three staff in the Media Services department provide live user support, install, monitor, and repair the multimedia equipment used in classrooms, at special events, and

in support of the broadcasting and electronic media degree programs. Media Services also supports simulated lab classrooms, active learning classrooms, and the Page AV system.

Sustainability

The College has a strong commitment to serving as a regional leader in promoting innovation in sustainability. The Biomass power plant replaced the College's reliance on electric heating. Two wind turbines were installed in 2010, each with a rated capacity of 1.65 MW; they are designed to provide 97% of the College's power requirements. Electric charging stations were installed in 2020, providing 3 stations with the ability to charge 5 electric cars.

Facilities Maintenance

The facilities at MWCC are maintained by a staff of 27, which includes groundskeepers, mechanics, maintainers, electricians, utility plant operators, plumbers/steamfitters, painters, and supervisors/directors. The Vice President of Administrative Services maintains oversight of Facilities Management operations. Facilities management uses SchoolDude, a web-based, on-demand operations management tool.

Appraisal

Human Resources

Given the COVID-19 pandemic, enrollment changes, the 2019 retirement incentive, and the *Great Resignation's* impact on employers in all sectors, MWCC would be well-served to undertake an analysis of the College's staffing structure to ensure its continued ability to fulfill its mission. In the past, divisions/schools would propose a replacement or new position, and if the line existed, the position would move forward. The College has recently moved to a more coherent and strategic approach to replenishing and building the faculty and staff with new lines. The Leadership Team (LT) has centralized hiring decisions by working collaboratively to prioritize positions to fill based on a complex array of staffing variables (e.g., strategic alignment, historical staffing models, and investment for growth potential). All deans, directors, and VPs now submit a proposal to provide evidence and rationale for the position, which is then considered *en toto* by the LT. Following this process and in anticipation of a larger staffing study, the College has moved forward to replenish and grow the faculty and staff in targeted areas. In FY2021, the College added six new full-time faculty. In FY2022, we are in the process of filling 14 full-time faculty positions (six of which are new lines). In addition to the growth of the faculty, critical newly created professional staff positions were added, including an Assistant Director of Advising, Instructional Designer, a Chief Diversity Executive, a programmer in ITS, and a planned Research Analyst in OIRA.

MWCC employs qualified personnel to fulfill its mission by establishing minimum qualifications for positions that must be met before hiring takes place, implementing a comprehensive hiring process using five committee members, supported by an HR team, and adhering to established classification qualifications required by MCCC, DCE, and AFMSE contracts. Being able to offer a competitive salary is critical to hiring qualified staff. Compensation is a challenge in some fields in part due to real and perceived constraints in the collective bargaining agreements as outlined in Standard 6. A more comprehensive review of compensation for all positions is in order.

MWCC is committed to diversity in its hiring practices and shows its commitment by targeting diverse populations with job announcements as well as its policy for including the participation of the affirmative action officer in the review and selection of candidates that apply. In recognition of the capacity limits of the current HR team, the College has recently hired a Chief Diversity Officer (the DEI Executive) to provide proactive, strategic attention to these issues and lead the implementation of hiring best practices with diversification in mind. Training and search committee requirements ensure that a candidate pool is assessed with the priority of bringing the greatest benefit to the institution's goal of diversity among its

employees. All personnel involved in the hiring process at MWCC are required to complete a training program for inclusive hiring practices. Hiring decisions require documentation at the conclusion of the recruiting activity, and all search notes are archived per state disclosure/discovery laws. The Vice President of Human Resources and Payroll oversees recruitment and hiring practices, supported by a team of HR professionals.

An annual policy acknowledgement is circulated by HR each fall, and again in the spring should there be a new policy or a significant policy change. The College's policies are periodically reviewed by those with subject matter expertise as circumstances merit (e.g., IT personnel review the Acceptable Use Policy to address emerging technology; the Office of Counsel reviews the Policy on Affirmative Action, Equal Opportunity & Diversity when state or federal law changes require it). Substantive changes to existing policies are impact bargained with MWCC's unions, as are any new policies.

Professional development is resourced and available for all College personnel (administrators, faculty and staff). However, there are multiple processes by which faculty and staff apply for and are awarded these funds, and these could be better integrated on an institutional level to ensure efficient administration. The funds for supporting professional development, particularly for large expenditures such as travel to a conference, are limited. HR and other offices can capitalize on the new Center for Teaching and Learning to elaborate and formalize the in-house onboarding, training, and professional development opportunities of personnel. More professional development for managers and supervisors would be welcome in the area of performance evaluation and in college budgetary processes.

Financial Resources

Long-term fiscal stability has been achieved through a savings plan that has increased reserves annually, providing the capacity to deal with unforeseen circumstances. MWCC has practiced prudent fiscal management, operating under a balanced budget and posting increases to its Net Position of \$3.8M FY2019, \$5.2M FY2020 and \$8.5M FY2021. FY2020 and FY2021 provided significant revenues during the COVID-19 pandemic due to HEERF and CARES Act funding. The proposed FY2023 budget will return a smaller net position than the prior two years.

Figure 10. Trends in Total Revenue and Expenditures



Figure 11 demonstrates a consistent increase in state appropriations over the last five years. In contrast, the revenue from tuition and fees has been steadily decreasing over the same time period. MWCC analyzes its financial conditions in order to understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives, and it implements a realistic financial plan for addressing issues caused by any

operating deficit (e.g., right sizing the Devens learning site). COVID-19 has impacted enrollments at the College, and while federal funds are currently available to offset immediate lost revenues, future years will need to account for the extended impact of those reduced enrollments and, hence, revenues. The College is currently exploring new sources of revenue, including the feasibility of expanding certain programs (e.g., Early College; adding cohorts in selective health programs) and investing in the expansion of the Auto Tech program, which will enable the launch of a potentially profitable auto repair shop. These types of entrepreneurial efforts will need to be a constant undertaking at the College. The Board of Trustees is informed and kept apprised of all such efforts and plans for expansion.

Figure 11. Operating and Non-Operating Revenue Trends

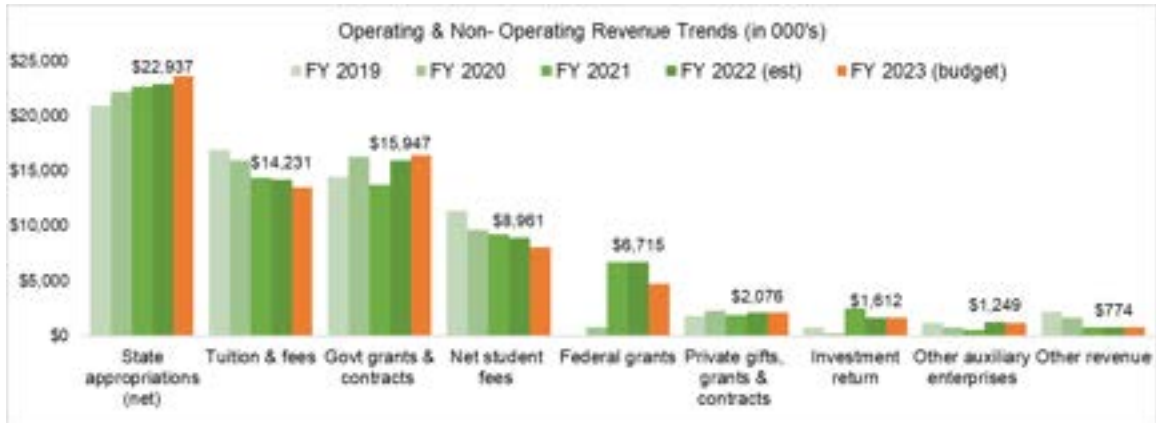


Figure 12. Operating Expenditure Trends



The institution's financial planning process, including contingency planning, looks to ensure successful implementation of the overall planning and evaluation processes in the following manner. By working with all constituents, and with the Board of Trustees' oversight, the college's goal is to support its academic mission and serve its students. Adherence to the financial plan is ensured through quarterly financial statements, quarterly reports to the Board of Trustees, ongoing cash monitoring; semester reconciliations and revenue-to-budget comparisons, and continuous monitoring of operational expense budgets. When goals are not achieved, and shortfalls are likely, immediate planning to overcome any deficits is pursued to achieve the desired goals in an alternative way. Examples of this in the past included the Early Retirement Incentive offer in 2018-2019. The college is seeking growth in revenue streams from Lifelong Learning and Workforce Development programs, in revenue generating models for the college through

specific programs (e.g., Auto Tech Service Center), and by absorbing functions of positions vacated for either brief time periods or permanently when possible.

Cost center managers have requested a more dynamic budget review and negotiation process and greater autonomy, coupled with greater responsibility. The new VPA&F (hired October 2021) is fostering a culture of fiscal and budgetary awareness and accountability among cost center managers, which is optimized by close collaboration with Finance staff.

Close oversight and frequent integrity assessments of financial statements are standard practice. Internal control policies, as well as external audits and governance, require strict adherence to regulations and standards. A more streamlined MS SharePoint site for housing relevant fiscal policies would allow for greater consistency for the MWCC community in adhering to the plethora of regulations. The current Financial Aid policies are managed by the Director of Student Financial Services, who works regularly with the Enrollment Management Committee. Greater transparency of Financial Aid policies with the Board of Trustees would allow trustees to weigh in with their varied expertise as the College makes decisions affecting student access.

The grants development team works proactively to generate \$6 - \$9 million of funding annually via federal, state, and private grants to support the College's mission (EI #149 and #165). The team's strategic initiatives are included in the College's strategic plan. This supplemental funding allows MWCC to increase expenditures for instruction, equipment, and student and academic support services that it otherwise would not be able to fund.

Information, Physical, and Technological Resources

By maximizing local, state, and federal funding sources, MWCC has significantly enhanced the physical resources of the main campus over the past 10 years. Improvements include the new student center, which fosters a sense of belonging on the Gardner campus; the main academic building's new science wing, which supports critical STEM programs, and continual upgrades of classroom space and technology. Feedback provided by students, faculty, and staff in surveys and focused discussions led by the Senate Academic Environments and Technology committee catalyzed these updates (EI #247).

Facilities are well-maintained, with the goal of safety and security for all. The College continues to use energy conservation measures (ECM) to produce energy, including the BioMass power plant that serves as the main campus's primary source of heat; photovoltaic arrays; and wind turbines. Together, these fulfilled 61% of the campus's heating and electricity needs during 2021 even though the BioMass unit was not operational, and the turbines were out of service for two months. The cost savings generated by ECMs have been crucial to MWCC's financial stability. The ongoing deferred maintenance of MWCC's main campus continues to present a challenge, and DCAMM has pledged more consistent funding over the next six years to address it (EI #242). In addition to deferred maintenance items, improvements and repairs in classrooms and labs on the Gardner campus are targeted in the Strategic Plan along with the major upgrade to the Leominster campus (EI #017).

The August 2022 expiration of the Leominster campus's lease provides MWCC with the unique opportunity to reimagine this campus. After a rigorous RFP process, the same location for the Leominster satellite campus has been selected commensurate with a complete redesign of the space to better meet the needs of the student population. This new design will enable MWCC to offer entire degree programs on the Leominster campus, better address the accessibility needs of students, provide equitable access to student support services, and allow for the expansion of the Adult Education and English as a Second Language courses, the Dual Language program, non-credit offerings, and occupational training programs. The target completion date is December 2022.

The college has invested in infrastructure improvements in direct support of academic programs. The new Automotive Technology campus in Gardner is the outcome of the 2018 report submitted to the Automotive Technology Program's accrediting body, which outlined the need for first-rate facilities to support this high-demand program. The MWCC Foundation, Inc. is finalizing the purchase of the building to provide MWCC with an opportunity to expand its Automotive Technician programming into new and emerging fields such as electric vehicle technology and diesel fleet technology. At the Gardner campus we will also be adding one more audio studio, bringing the number of studios to six for our Media program. The College maintains a site in collaboration with Community Health Connections for a Dentistry program. We made renovations to the facilities in FY2022 exceeding the matching requirement related to a grant covering operational expenditures for the program. We are in the process of moving our SIMS lab in Devens to the Gardner campus to work toward the creation of a Simulated Medical Center to take the pre-clinical training of health professions to the next level with a state-of-the-art facility. In summer 2022 the college received a \$500,000 grant from the MA Skills Capital Award to jumpstart this project.

The instructional sites at Leominster and Devens are undergoing reconfiguration. We will be investing in a complete renovation of the Leominster campus as part of the renewal of this lease. These renovations will enable degree completion at this site with the addition of a biology lab and an increased number of classrooms. A lounge area and study space will be included so that this campus will have the look and feel of a fully functioning campus site with expanded student services. The Devens campus struggled with for-credit enrollment and was not being used to its full capacity. The site has shifted to a campus exclusively offering adult education, lifelong learning, and workforce development programs. As the Devens lease comes up for renewal in January 2023, the College will reduce the footprint and cost of the operation considerably enabling the College to sustain its vital presence for the Devens community. The college expects to reduce the footprint by at least 50%, with significant savings in rent (currently ~\$800,000 per year).

The Library needs a multitude of updates - from 30-year-old carpet and furniture to a replenishment of holdings that have suffered decades of neglect. Between FY2019 and FY2022, for example, the total operating budget for LaChance Library decreased by 20% from \$495,154 to \$394,777. The electronic resources added by the Library due to the COVID-19 pandemic has increased the Library's operating costs. In addition, requests for access to specific databases by individual degree programs puts unexpected demands on the Library's budget. Likewise, the physical collection needs updating, but limited financial and staffing resources have made this difficult to achieve. A substantial allocation of SUCCESS Fund money (\$30,000) was directed to the Library to enable the purchase of a collection of contemporary material, resulting in the first major update to the Library's physical holdings in decades. Additional resources will need to be allocated to the Library in the future to sustain the resources and services amid growing demand and increasing costs. To address the long-term lag in resourcing and to enable necessary improvements, the College has budgeted \$534,425 for FY2023, a 35% increase.

More generally, the Library is overdue for an overhaul in the name of modernization. The College is starting to plan for a major investment in the Library in order to transform it from a traditional, static repository and quiet study space into a Library that better serves the modern learner. With fresh vision provided by a new Assistant Dean of Library Services, the College is launching a collaborative re-imagining of the Library of the future – one that serves the range of needs and interests of a diverse learning community in a dynamic, active, flexible, tech-infused, and collaborative multi-use space with integrated, learner-centered service functions (i.e., the *Learning Commons* concept). This will be transformational for the College in terms of energizing library engagement and enabling a rich array of integrated services to function holistically to support learning and scholarly activity (e.g., research support, library instruction, academic success, learning design, media support, and IT support). The College is in the early stages of articulating the vision (EI #270), and an interdisciplinary team will champion this effort with a robust process for stakeholder engagement and proactive grantsmanship.

This project figures prominently in the 2022-2027 Strategic Plan and will complement other recent campus improvements in many important ways.

Since March 2020, MWCC has devoted substantial resources to updating its technology to address the shift to providing remote learning and services due to the COVID-19 pandemic. Between FY2019 and FY2022 the total operating budget for Information Technology increased by 10% from \$1,913,396 to \$2,107,413. Funding from the CARES ACT assisted MWCC in making these updates which have now improved the ability of MWCC to provide student support and learning in both virtual, in-person, and hybrid formats. The 25 additional HyFlex Classrooms have expanded the College's capacity to offer blended remote and in-person learning and services using appropriate technology. An additional multimedia services staff member was hired in 2021 to support the roll-out of the new HyFlex classrooms.

The ITS Executive Director prioritized a thorough review of the ITS department, including personnel, infrastructure and operating systems, and policies. The review concluded that MWCC's student information system (Ellucian Banner), reporting and other supporting applications were outdated; in fact, many are at the end of their life (Discoverer) and require upgrading. As a result, the College has been stymied to adopt new features and functions that would provide a modern, automated, and mobile experience for both students and staff. In addition, multiple administrative databases and customized or third-party systems (e.g., finance, HR, non-credit registration, and faculty contracts) do not integrate with Banner, require substantial programming labor, and/or are only supported by one user. It is imperative that these functions be migrated to applications supported by Banner in order to improve efficiency across the College. A roadmap of projects to upgrade and improve the technological support of the institution's mission has been created, and the College has committed to funding \$50,000 annually to work with consultants to improve the Banner system. The College has prioritized funding for ITS in order to improve the functionality of critical systems and processes needed to support the business of the college and student success. This prioritization is exemplified by continued expansion of the FY2023 budget by an additional 5%, from the prior year, to \$2,211,356.

An additional outcome of this review was the realization that ITS staffing has decreased over the years. Three areas were left with no backup: network engineer/security, systems/helpdesk, and telephone/Banner security. Most of these ITS staffing issues were addressed in 2021 with the addition of a new Technical Services Manager who was tasked with providing telephone support and overseeing the Help Desk. The Help Desk support included addressing an increased demand for assisting students with IT-related issues stemming from the COVID-19 increase in remote learning. To address the ITS staffing gaps, the College also added a new Senior Programmer/Analyst in spring 2022 to address daily processing and programming duties and oversee the rollout of a new document management system. Despite these new staff, the ITS Department is still struggling to provide new reporting systems that will enable the College and its staff to have ongoing access to reports needed to make strategic decisions about the institution.

The College needs a new reporting tool to get operational data into the hands of end users in real time. The current tool, Discoverer, was used across the college to meet regular reporting needs stopped being supported by the vendor in 2017. Currently, new staff are not given access to Discoverer. As MWCC loses tenured staff, departments lose the ability to access and review operational data. ITS has upgraded an APEX tool to move some of the reports out of Discoverer, but APEX does not have the same capabilities. The lack of automated regular operational information for Records, academic and student services staff, advisors, and deans hampers the ability of the staff to evaluate student data and inform action steps. Additionally, there is not regular, formal.

To ensure the integrity and security of data and to protect the privacy of individuals, MWCC participated in a review by a third party, Berry Dunn, in June 2021. This report identified key security needs which MWCC will be addressing (EI #139). In 2020, MWCC had already invested in security enhancements

including an update to Office 365, adding multi-factor authentication, new password management, increasing password complexity, phishing training, and streamlining the creation and removal of logins. There remains much work to be done, however, on penetration testing and sensitive information protection within internal systems.

The college (inclusive of the Leadership Team, Board of Trustees, Faculty, Staff, and Students) is very much aware that we have weathered the COVID challenges well, largely in part due to the Federal funds in support of COVID expenditures and lost revenues. We have had surpluses, increased our reserves, and managed to invest operational funds into capital expenditures of the campus and academic programs. The college is also aware and has been extensively discussing that beyond the FY 2022-2023 fiscal year, we will face challenges with expected further declining revenue from traditional enrollment along with the impact of persistent inflation on college expenses. There is a great need to institute change throughout the college's operations in alignment with the college's Mission and Strategic Plan. We must regularly engage in robust self-evaluation and maximize the use of data to continuously improve, and we must be able to foster the pursuit of innovation to enable us to best serve our students, enroll new students, retain existing students, and continue to serve the community. This will necessitate expanding even further upon technology and automation of process to find efficiencies. We will also need to provide more data and analyze our data to understand and interpret what is successful and where we are challenged. These same data need to be shared at all levels and need to accurately reflect the current situation. We need to understand the demands of the employers in the region and partner with them in creating the workforce that they need in the immediate future. Changes to balance out the future should not depend upon decreasing expenditures but instead will need to come through a combination of strategically reducing expenses in conjunction with increasing revenue streams.

Strengths	Challenges
- The college is fiscally sound and is working to strategically maintain this strong footing during COVID and during times of diminishing enrollment expected in the coming years - New leadership throughout the college is working collaboratively to innovate and systematically build out the systems to support effective operations and continuous improvements to facilities, infrastructure, staffing to maximize student success - Strategic investments in quality of facilities, classrooms, labs, and student-centered spaces to support learning and campus life in alignment of fiscal management, staffing, and facilities/infrastructure	- Need for analyzing staffing in order to strategically invest in faculty and staff to ensure instructional and staffing needs are met now and into the future with a focus on diversity - The onboarding of new staff and faculty is not systematic and largely insufficient - Heavy reliance on grant funding to support staffing and initiatives - Many key systems are outdated and do not adequately support processes for data intelligence, usability, and access across much of the College, as well as a need for data governance - Significant deferred maintenance list that needs to be addressed

	Projection	Responsible Person	Time Frame
1	Complete a comprehensive review and analysis of staffing structure and compensation levels across the College and align them with the financial plan and strategic plan	Vice President of Human Resources Vice President Administration and Finance	1-3 years
2	Develop and implement a comprehensive strategy for recruiting and retaining more diverse faculty, staff, and administrators.	Vice President of Human Resources and the Chief Diversity Executive	2-5 years

	Projection	Responsible Person	Time Frame
3	Develop a campus-specific 3-5 year rolling financial plan for operations, grants, reserves, deferred maintenance, and investment in new or existing capital facilities, equipment, and technology.	Vice President of Finance and Administration and Comptroller	1-2 years
4	Develop an inclusive process for budget submissions, adjustments, and on-line real-time access to data.	Vice President of Finance and Administration and Comptroller	1-2 years
5	Evaluate all academic and operational areas with a goal of improving understanding of potential growth, stabilization and financial support. Enact necessary changes in the financial system to allow for cost analysis of each program offered by the College.	Vice President of Academic Affairs and Student Services AND Vice President of Finance and Administration	2-3 years
6	Explore and expand sources of revenue and funding for the College to include expanding academic programs, workforce development programs, fundraising, planned giving, grant opportunities, and unrelated business expansion programs.	Executive Director of Resource & Strategic Initiative Development; Executive Director of Development & MWCC Foundation Inc.; the Vice President of Academic Affairs & Student Services; Vice President of Enrollment & Public Affairs; & the Vice President of Finance & Administration; Vice President of Lifelong Learning & Workforce Development	2-5 years
7	Develop a comprehensive strategy of Lifelong Learning, Workforce Development, and a Testing center in a reduced footprint of the Devens new or renovated location to revitalize the opportunities available through this programming at this site.	Vice President of Lifelong Learning and Workforce Development	2-4 years
8	Develop an appealing, flexible learning commons space for students that addresses a variety of learning modalities, learning success activities, noise levels, and programming types, with requisite resources and staffing.	Assistant Dean of Library; Director of Learning Success	2-5 years
9	Develop a collection development plan that will build and refresh the library collection in both electronic and print format, to support the academic curriculum as well as the lifelong learning needs of the community.	Assistant Dean of the Library	2-5 years
10	Continue to modernize and upgrade Banner systems, including process improvement, training, reporting systems, and enhanced third-party integration.	Executive Director of Information Technology.	2-5 years

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

		3 Years Prior (FY 2019)			2 Years Prior (FY 2020)			1 Year Prior (FY 2021)			Current Year (FY 2022)		
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
1	Instructional Staff	76	386	462	64	430	494	60	185	245	62	184	246
2	Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
3	Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
4	Librarians	3	4	7	3	4	7	3	3	6	3	2	5
5	Library Technicians	0	1	1	0	1	1	0	1	1	0	0	0
6	Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
7	Student and Academic Affairs	0	174	174	0	167	167	0	32	32	0	31	31
8	Management Occupations	81	0	81	73	0	73	67	0	67	58	0	58
9	Business and Financial Operations	15	1	16	16	1	17	8	19	27	8	24	32
10	Computer, Engineering and Science	12	6	18	11	3	14	8	2	10	7	1	8
11	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	43	21	64	58	22	80	54	36	90	53	42	95
12	Healthcare Practitioners and Technical	2	12	14	1	14	15	1	0	1	1	0	1
13	Service Occupations	30	111	141	35	99	134	28	49	77	27	47	74
14	Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
15	Office and Administrative Support	56	42	98	54	41	95	63	15	78	53	11	64
16	Natural Resources, Construction, Maintenance	8	0	8	8	0	8	8	0	8	7	0	7
17	Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total		326	758	1,084	323	782	1,105	300	342	642	279	342	621

Please enter any explanatory notes in the box below

Prior to FY 2021 the IPEDS HR Survey had a calculation error. FY 2021 and FY 2022 are correct. Prior years were unable to be corrected in IPEDS.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 /30)		2 Years Prior (FY2019)	1 Year Prior (FY2020)	Most Recent Year (FY21)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	ASSETS (in 000s)					
	Cash and Short-Term Investments	\$6,090	\$10,136	\$12,894	66.4%	27.2%
	Cash held by State Treasurer	\$2,619	\$2,310	\$7,039	-11.8%	204.7%
	Deposits held by State Treasurer	\$119	\$0		-100.0%	-
	Accounts Receivable, Net	\$2,472	\$2,328	\$3,646	-5.8%	56.6%
	Contributions Receivable, Net	\$25	\$0		-100.0%	-
	Inventory and Prepaid Expenses	\$248	\$334	\$381	34.7%	14.1%
	Long-Term Investments	\$7,553	\$7,304	\$9,162	-3.3%	25.4%
	Loans to affiliates (see line 21)	\$218	\$112	\$0	-48.6%	-100.0%
	Funds held under bond agreement				-	-
	Property, plants, and equipment, net	\$64,262	\$65,496	\$64,157	1.9%	-2.0%
	Other Assets - Pension & OPEB	\$3,635	\$2,805	\$3,321	-22.8%	18.4%
	Total Assets	\$87,241	\$90,825	\$100,600	4.1%	10.8%
	LIABILITIES (in 000s)					
	Accounts payable and accrued liabilities	\$4,854	\$5,749	\$6,302	18.4%	9.6%
	Deferred revenue & refundable advances	\$1,357	\$1,530	\$5,341	12.7%	249.1%
	Due to state				-	-
	Due to affiliates	\$218	\$112	\$0	-48.6%	-100.0%
	Annuity and life income obligations				-	-
	Amounts held on behalf of others				-	-
	Long-term Debt	\$9,532	\$8,906	\$8,264	-6.6%	-7.2%
	Refundable government advances				-	-
	Other long-term liabilities Pension & OPEB	\$35,207	\$33,263	\$30,968	-5.5%	-6.9%
	Total Liabilities	\$51,168	\$49,560	\$50,875	-3.1%	2.7%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	(\$26,876)	(\$23,289)	(\$16,193)	-13.3%	-30.5%
	Foundation	\$2,987	\$3,077	\$3,866	3.0%	25.6%
	Total	(\$23,889)	(\$20,212)	(\$12,327)	-15.4%	-39.0%
	Temporarily restricted net assets					
	Institutional	\$58	\$39	\$42	-32.8%	7.7%
	Foundation	\$3,439	\$3,232	\$4,046	-6.0%	25.2%
	Total	\$3,497	\$3,271	\$4,088	-6.5%	25.0%
	Permanently restricted net assets					
	Institutional	\$367	\$367	\$465	0.0%	26.7%
	Foundation	\$1,249	\$1,249	\$1,605	0.0%	28.5%
	Total	\$1,616	\$1,616	\$2,070	0.0%	28.1%
	Total Net Assets	(\$18,776)	(\$15,325)	(\$6,169)	-18.4%	-59.7%
	TOTAL LIABILITIES and NET ASSETS	\$32,392	\$34,235	\$44,706	5.7%	30.6%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Complete d Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
OPERATING REVENUES (in 000s)					
Ⓟ Tuition and fees	\$16,898	\$15,978	\$14,374	\$14,231	\$13,519
Ⓟ Room and board					
Ⓟ Less: Financial aid	-\$5,548	-\$6,328	-\$5,117	-\$5,270	-\$5,429
Net student fees	\$11,350	\$9,650	\$9,257	\$8,961	\$8,090
Ⓟ Government grants and contracts	\$14,468	\$16,324	\$13,747	\$15,947	\$16,425
Ⓟ Private gifts, grants and contracts	\$1,827	\$2,290	\$1,878	\$2,076	\$2,119
Ⓟ Other auxiliary enterprises	\$1,204	\$759	\$500	\$1,249	\$1,187
Endowment income used in operations					
Ⓟ Other revenue (specify):	\$2,201	\$1,647	\$774	\$774	\$774
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$31,050	\$30,670	\$26,156	\$29,007	\$28,595
OPERATING EXPENSES (in 000s)					
Ⓟ Instruction	\$14,407	\$12,923	\$12,480	\$13,600	\$14,280
Ⓟ Research					
Ⓟ Public Service	\$1,142	\$1,142	\$1,047	\$1,138	\$1,193
Ⓟ Academic Support	\$6,654	\$6,311	\$5,351	\$5,783	\$6,046
Ⓟ Student Services	\$11,879	\$11,994	\$10,877	\$11,853	\$12,445
Ⓟ Institutional Support	\$6,576	\$6,388	\$6,526	\$7,104	\$7,454
Fundraising and alumni relations					
Ⓟ Operation, maintenance of plant (if not allocated)	\$6,504	\$5,875	\$5,651	\$6,158	\$6,466
Ⓟ Scholarships and fellowships (cash refunded by public institution)	\$2,797	\$3,687	\$4,973	\$5,419	\$5,690
Ⓟ Auxiliary enterprises	\$1,415	\$1,224	\$903	\$984	\$1,034
Ⓟ Depreciation (if not allocated)	\$2,456	\$2,584	\$2,697	\$2,939	\$3,086
Ⓟ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$53,830	\$52,128	\$50,505	\$54,978	\$57,694
Change in net assets from operations	-\$22,780	-\$21,458	-\$24,349	-\$25,971	-\$29,099
NON OPERATING REVENUES (in 000s)					
Ⓟ State appropriations (net)	\$20,969	\$22,260	\$22,710	\$22,937	\$23,625
Ⓟ Investment return	\$750	\$246	\$2,545	\$1,612	\$1,612
Ⓟ Interest expense (public institutions)	-\$391	-\$364	-\$336	-\$336	-\$336
Gifts, bequests and contributions not used in operations					
Ⓟ Other (specify): Federal grants		\$776	\$6,715	\$6,715	\$4,715
Other (specify):					
Other (specify):					
Net non-operating revenues	\$21,328	\$22,918	\$31,634	\$30,928	\$29,616
Income before other revenues, expenses, gains, or losses	-\$1,452	\$1,460	\$7,285	\$4,957	\$517
Ⓟ Capital appropriations (public institutions)	\$4,089	\$3,734	\$1,173	\$2,000	\$2,000
Ⓟ Other (specify):	\$1,167				
TOTAL INCREASE/DECREASE IN NET ASSETS	\$3,804	\$5,194	\$8,458	\$6,957	\$2,517

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
	Long-term Debt					
	Beginning balance	\$10,461	\$9,750	\$9,018	\$8,264	\$7,604
	Additions					
P	Reductions	(\$711)	(\$732)	(\$754)	(\$660)	(\$608)
	Ending balance	\$9,750	\$9,018	\$8,264	\$7,604	\$6,996
	Interest paid during fiscal year	\$392	\$364	\$334	\$306	\$284
	Current Portion	\$732	\$754	\$660	\$608	\$625
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	27.62	27.43	26.31	31.74	31.46
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	-52%	-59%	-134%	TBD	TBD
	Debt to Assets Ratio Long-term Debt / Total Assets	11%	10%	8%	TBD	TBD
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
The College issued a \$1.2M MHEFA Bond which will be fully paid off in June 2022 for which \$54,545 remained outstanding at 6.30.21. The College issued a 15 year CREB through MASS Devel Finance Agency which was fully paid off in December 2021 for which \$20,667 remained outstanding at 6.30.21. The College issued a 16 year CREB through MASS Devel Finance Agency which matures in May 2027 for which \$757,060 remained outstanding at 6.30.21. The College issued a 22 year CREB through MASS Devel Finance Agency which matures January 2032 for which \$2,648,837 remains outstanding at 6.30.21. The College issued a 20 year bond through MSBCA which matures in May 2034 for which \$2,240,000 remains outstanding at 6.30.21. The College issued a 20 year bond through MSBCA that matures in November 2036 for which \$2,543,061 remains outstanding at 6.30.21						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
The College does not have any lines of Credit						
Future borrowing plans (please describe).						
The College does not have any plans for new debt to be issued.						

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
	NET ASSETS					
	Net assets beginning of year	\$32,267	\$36,071	\$41,265	\$49,723	\$56,680
	Total increase/decrease in net assets	\$3,804	\$5,194	\$8,458	\$6,957	\$2,517
	Net assets end of year	\$36,071	\$41,265	\$49,723	\$56,680	\$59,197
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	\$615	\$603	\$426	\$500	\$525
	Federal, state and private grants	\$7,727	\$9,416	\$9,652	\$10,189	\$10,594
	Restricted funds					
	Total	\$8,342	\$10,019	\$10,078	\$10,689	\$11,119
	% Discount of tuition and fees	49.4%	62.7%	70.1%	75.1%	82.2%
?	% Unrestricted discount	3.6%	3.8%	3.0%	3.5%	3.9%
	Net Tuition Revenue per FTE	\$3,765	\$2,703	\$2,287	\$1,951	\$1,371
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$5,668,290	\$6,398,482	\$9,564,834	\$15,957,965	\$15,957,965
	Cash Flow from Operating Activities	(\$14,737,406)	(\$13,147,618)	(\$13,313,733)	TBD	TBD
	Cash Flow from Investing Activities	\$1,193,254	\$41,356	(\$275,735)	TBD	TBD
	Cash Flow from Financing Activities	\$14,274,344	\$16,272,614	\$19,982,599	TBD	TBD
	Cash and Cash Equivalents end of year	\$6,398,482	\$9,564,834	\$15,957,965	\$15,957,965	\$15,957,965
LIQUIDITY RATIOS						
	Current Assets	\$11,244,601	\$14,520,223	\$23,029,776	TBD	TBD
	Current Liabilities	\$5,754,996	\$6,731,819	\$6,360,147	TBD	TBD
	Current Ratio	1.95	2.16	3.62	0.00	TBD
	Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	44.86	68.51	116.86	TBD	TBD
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
Please enter any explanatory notes in the box below.						

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	FY (2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Total Expenditures					
Materials	\$98,126	\$90,156	\$85,918	\$85,801	\$115,000
Salaries & wages (permanent staff)	\$400,171	\$402,512	\$389,743	\$259,722	\$259,722
Salaries & wages (student employees)					
Other operating expenses	\$1,671	\$1,693	\$2,857	\$4,734	\$10,000
	FY (2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Expenditures/FTE student					
Materials	\$39.31	\$38.89	\$43.07	\$45.49	\$64.75
Salaries & wages (permanent staff)	\$160.32	\$173.65	\$195.36	\$137.71	\$146.24
Salaries & wages (student employees)		\$0.00	\$0.00	\$0.00	
Other operating expenses	\$0.67	\$0.73	\$1.43	\$2.51	\$5.63
Collections					
Percent available physically	17%	96%	8.3%	8.3%	8.3%
Percent available electronically	83%	4%	91.7%	91.7%	91.7%
Number of digital repositories	n/a	n/a	n/a	n/a	n/a
Personnel (FTE)					
Librarians - main campus	5	5	4	4	6
Librarians - branch /other locations					
Other library personnel - main campus					
Other library personnel - branch/other locations					
Availability/attendance					
? Hours of operation/week main campus	57	51	38	38	48
Hours of operation/week branch/other locations	5	5	0	0	0
? Consortia/Partnerships	Worcester ARC (Academic Research Collaborative) , MLS (Massachusetts Library System) , MBLC (Massachusetts Board of Library Commissioners), CWMARS (Central/Western MA Resource Sharing), HELM (Higher Education Libraries in MA), MCCLPHEI (MA Commonwealth Consortium of Libraries in Public Higher Education Institutions), FLO (Fenway Libraries Online), MA State-wide OER Advisory Council				
URL of most recent library annual report:					
Please enter any explanatory notes in the box below					
FY2020 numbers for collections reflect the migration from CWMARS to HELM. When the MWCC LaChance Library migrated to HELM, the ebook content that we had as a CWMARS library (Overdrive) was no longer available to our users, hence the dramatic shift in the numbers. In FY 2021 with our return to CWMARS, the numbers should align more closely with FY18 and FY19. It is worth noting that the budget expenditure on the physical collection continues to diminish as the majority of the budget is still spent on electronic resources, namely electronic databases. The provided date reflects the counting practice that is used for IPEDS where a database with hundreds of thousands of articles is counted as one resource. This counting practice does not necessarily accurately reflect the vast number of electronic resources available as such.					
See Form 4.5 for data about Information Literacy.					

Standard 7: Institutional Resources
(Technological Resources)

				?				
				3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
				FY (2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
?	Course management system			Blackboard Learn SAAS				
	Number of classes using the system			940	944	1,213	606	900
	Bandwidth							
	On-campus network			1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
	Off-campus access							
?		commodity internet (Mbps)		500	500	500	500	500
?		high-performance networks (Mbps)		500	500	500	500	500
?		Wireless protocol(s)		802.11ac	802.11ac	802.11ac	802.11ac	802.11ax (Wifi 6)
	Typical classroom technology							
	Main campus			28 hyflex classrooms, computer, projector/LCD, doc station, wireless clickers and SIM Labs				
	Branch/other locations			computer, projector/LCD, doc station, wireless clickers and SIM Labs				
FY2021: Add hyflex classroom								
	Software systems and versions							
	Students			Banner 9				
	Finances			Banner 9				
	Human Resources			PeopleSoft 9.2				
	Advancement			n/a				
	Library			Evergreen 3.7, EBSCO Discovery Service (discovery layer), Springshare LibGuides CMS (website & research guides), Springshare LibCal (study room and kit booking), EZ Proxy (remote database access)				
	Website Management			WordPress 6.0				
	Portfolio Management			n/a				
	Interactive Video Conferencing			Zoom, Blackboard Collaborate Ultra, Microsoft Teams				
	Digital Object Management			PhotoShelter, Office 365 OneDrive, and LookingGlass 7.9GA				
	Website locations of technology policies/plans							
	Integrity and security of data			https://mwcc.edu/policies/privacy-policy/				
	Privacy of individuals			https://mwcc.edu/policies/privacy-policy/				
	Appropriate use			https://mwcc.edu/PDFs/Acceptable-Use-Policy.pdf				
	Disaster and recovery plan			See Evidence Inventory #092				
	Technology replacement							
Please enter any explanatory notes in the box below.								

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	3	208,134
Other U.S. locations	3	10,217
International locations	0	

Revenue (\$000)

Capital appropriations (public institutions)
Operating budget
Gifts and grants
Debt
Total

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
FY (2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

\$4,089	\$3,734	\$1,173	\$2,000	\$2,000
\$1,218	\$907	\$1,346	\$1,154	\$1,200
\$1,167	\$0	\$0	\$0	\$0
\$6,474	\$4,641	\$2,519	\$3,154	\$3,200

Expenditures (\$000)

New Construction
Renovations, maintenance and equipment
Technology
Total

\$6,107				
\$367	\$341			
\$6,474	\$341	\$0	\$0	\$0

Assignable square feet (000)

Classroom
Laboratory
Office
Study
Special
General
Support
Residential
Other: Dining
Athletic
Maintenance

Main campus	Off-campus	Total
37,448	7,560	45,008
48,599	1,800	50,399
35,400	776	36,176
12,628		12,628
12,799		12,799
8,062		8,062
3,586		3,586
		0
4,052		
35,800		
9,761	81	9,842

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Daniel M. Asquino Science Center		13,957.00		

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Haley Academic	Academic & Admin			
Haley Academic	Student Center			
Haley Academic	MLT Lab			
Haley Academic	Corner Classrooms			
Parking & Roadways				
Fitness Center	HVAC			

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness

Description

Mount Wachusett Community College (MWCC) uses a variety of tools to understand how its students are learning and to improve educational effectiveness. Sources of student success metrics, including degree and certificate attainment, include the [Integrated Postsecondary Education Data System \(IPEDS\)](#) and the [Voluntary Framework of Accountability \(VFA\)](#). Per state regulation, the College submits data to the BHE through the Higher Education Information Resource System (HEIRS) portal, which is then processed and made available to the public via the [MA DHE Data Center](#). The [Office of Institutional Research & Assessment \(OIRA\)](#) generates, maintains, and analyzes the data submitted to these agencies and utilizes reports and technology to provide data trends and insights to the College community.

Students enter MWCC, and community colleges in general, with varying goals, and success is different for each student. In general, MWCC considers student success to be continuous progress towards degree/certificate attainment through program completion and/or transfer to a four-year institution. We measure student success primarily with measures used by entities such as VFA, which has metrics that better capture the complex nature of community college students than IPEDS first-time full-time traditional metrics. These metrics include completion of gateway math and English courses, term to term persistence, year to year retention, continuous credit accumulation, degree/certificate attainment, graduation rates of key cohorts, transfer (both graduates and non-graduates), licensure pass rates for accredited programs, and employment after college.

MWCC collects and shares student success measures for the overall student body and for the subgroups that comprise it, in particular for Black/African American and Hispanic/Latinx race/ethnicity and Pell Grant status as a proxy for socioeconomic status. Rates of attainment are measured at various levels of degree, time in program, and progress markers, as well as by delivery modality and campus. Data are shared within the college via shared network drives, an internal MS SharePoint site, Microsoft OneDrive, and email; and with the larger College community via presentations at All College Forums, Board of Trustees meetings, EMC meetings, and Professional Development Days.

MWCC reviews and analyzes the persistence, retention, and graduation rates from the sources mentioned above to determine the success of its efforts to improve student performance. Rates are disaggregated by demographic and other factors, allowing the college to measure the success of subpopulations and identify gaps that need to be addressed. Student achievement is also measured at the classroom level through systematic testing, capstone projects, and outside licensing exams. Student success data are made available to the public on [MWCC's Public Disclosure/Consumer Information page](#), which also contains a link to the MWCC [Institutional Profile](#).

Analyses of student success also indicate the extent to which the College is fulfilling its mission, in particular its aim to enable students to be successful in their next academic or career-related steps. And because academic pathways and certificates are closely aligned with community needs, the College contributes to an effective and capable workforce in North Central Massachusetts when its students are successful in their academic endeavors. Importantly, the College's mission accounts for not only a student's academic success but also their development into a well-rounded and engaged citizen. As such, MWCC builds service-learning opportunities into each academic program, encouraging leadership, volunteerism and civic engagement through the [Brewer Center](#) and [Student Life](#) offices. The Brewer Center's 2018 Engagement Student Outcomes Report (EI # 228) shows that students who participated in service learning were both retained and graduated at higher rates than those who did not. Outside the classroom, students are encouraged to take an active role in the College community through other co-curricular activities such as clubs, honor societies, committees, student life activities, and student

government (described in Standard 5). Co-curricular activities have not been assessed consistently in the past. The new Director of Assessment is developing an assessment plan which will include assessment of co-curricular activities.

An important indicator of educational effectiveness is the cohort default rate (CDR), which can alert the college to its graduates' inability to repay their student loans, presumably because of difficulties securing employment. Based on the [latest federal figures](#), MWCC's FY2021 CDR for the 2018 cohort was 11.3%. While this figure is higher than the national figure (7.3%), it represents a steady improvement over the past several years. MWCC's FY17 default rate was 12.7%, down from 14.2% in FY16, which was on par with its 14.0% rate in FY15. The overall three-year loan repayment rate most recently declined 2 percentage points, from 57.7% for FY16 to 55.7% for FY17. The decrease is even steeper for graduates, down 4 percentage points from 72.4% for FY16 graduates to 68.4% for FY17 graduates. (See DFF 5.4)

The website and college catalog include learning outcomes for academic programs, as well as where to find standards for industry accreditations (e.g., [Automotive Technology](#), [Dental Hygiene](#), [Nursing](#), [Paramedic Technology](#), [Physical Therapy Assistant](#), [Veterinary Technology](#) and [Practical Nursing](#)). MWCC program offerings are guided by local industry needs and forecasts, and to that end, MWCC subscribes to [Lightcast \(formerly EMSI\) Analyst](#), an economic modeling company that monitors and provides data on local labor market conditions to inform planning.

The college's students consistently post strong passage rates on state and national licensure exams, with most rates in the 90%-100% range (See DFF 8.3). The [Dental ADEX](#) pass rate was 100% for 2018, 2019 and 2020. In the same time period, the [Nursing NCLEX-RN](#) rates ranged from 82% to 87%; the [National Physical Therapy Examination](#), from 85% to 93%. All programs except for Nursing had a decline in license exam passage rates for 2021, suggesting the negative impact of the adjustments necessitated (e.g., remote instruction) by the COVID-19 pandemic on students' learning. Passage rates for the Vet Tech program dropped from 80% to 41.7% from 2020 to 2021. These findings have alerted the program, but small sample sizes of this new (2019) could have reasonably contributed to some of this variability. Assessment is an ongoing process that occurs at the institution-, program- and course levels. As mentioned in Standard 4, five [Institutional Student Learning Outcomes \(ISLOs\)](#) define the skills students are expected to be able to demonstrate upon graduation from MWCC. Program-level SLOs align with the five ISLOs and are communicated on program sheets in the college catalog. Course-level SLOs align with the relevant program or department outcomes and are communicated through the syllabus. Programs assess the program-level outcomes and ISLOs in either a capstone course or other appropriate courses (EI #138). Career programs also have capstone courses, but transfer and licensure programs that lack one use instead the curriculum map to indicate where the program and ISLO assessments align.

Assessment of learning outcomes provides an important measure of student success and educational effectiveness. The Institutional Student Learning Outcomes (ISLOs) developed and adopted by the College's faculty ensure that every student is offered a substantial and coherent introduction to broad areas of human knowledge in addition to more focused areas of study within the program or major. The ISLOs are well-integrated into programs, with clear outcome mapping to indicate where in the program each ISLO is met. In addition, each program has its own set of Program Student Learning Outcomes (PSLOs). Yet the language of the ISLOs is broadly applicable to all of the College's programs, and more specific and exacting language would be helpful for connecting the ISLOs with program outcomes. Students' satisfaction with MWCC's ISLOs should be commensurable, consistent, and similar in scope across all programs, yet a more systematic process is needed to ensure this is happening (i.e., to be explained in an Assessment Plan).

The assessment plan will incorporate a comprehensive assessment of the effectiveness of the ISLOs and comprehensive closing-of-the-loop activities for faculty to inform continuous improvement (the completed/approved plan is expected in fall 2022). While each program conducts its own program review,

the College has done less assessment of ISLOs or of the general education core requirements. MWCC has hired a Director of Assessment (July 2022) who will work collaboratively with faculty to lead the outcomes assessment process and thus reinforce consistency in the quality of academic programs offered through closing-the-loop activities and professional development with faculty. This position will also develop new assessment procedures that align with recent changes in campus governance structure. Further, the College plans to incorporate academic assessment into the learning design of courses, which will enable LO assessment to take place at a more granular level (e.g., course module level) and will encourage vertical alignment with Course- and Program-level LOs.

Findings from academic assessments are used to inform curricular improvements. For example, based on the results of assessing SLOs in its capstone course, Computer Information Systems (CIS) revised its program learning outcomes and identified other courses where the newly revised outcomes could be introduced and practiced. The instructor of Computer Science I (CIS 150) has been tracking students' attainment of the course's learning objectives since its first offering in fall 2020. Each semester the instructor analyzes each student's performance, noting which skills and topics are mastered (and which ones are not) both by individuals and the entire class. Based on the results the next offering of CIS 150 is modified to respond to the difficulties students experienced.

The Graphic & Interactive Design (GID) program specified 14 SLOs for its students and conducts detailed formative and summative assessments of each. Most courses within the GID program include projects that are graded according to a rubric, which facilitates instructor measurement of SLO attainment within the course. In lieu of a capstone course *per se*, GID students submit a comprehensive design portfolio that is assessed by an instructor and external evaluators. Student surveys are sent each spring to all students in GID courses, and the results are used to assess student satisfaction with both the course and the overall GID program. Based on course assessments and outcomes, significant updates were made to the web design courses in 2016-2017: For GID113 Interactive Web Design, the second project, a client website design, was presented as a team project, which significantly changed the dynamics of the course (EI#047). In the spring semester of 2017, the GID faculty developed a comprehensive online survey to obtain feedback, insights, and valuable information about industry needs, trends, and expectations. The survey was sent to various agencies, studios, and board members, and they were asked to pass it along to other designers. Thirty-three responses were received from a wide variety of industry experts in Graphic & Interactive Design. The results of this survey and others like it will be used to continue to mold the curriculum and ensure industry standards are being met. Over the summer of 2017, the GID labs were updated with new computers. The upgrade of the labs was the direct result of the information gathered from a comprehensive survey conducted at the spring 2017 Advisory Board meeting.

The Fire Science program follows the curriculum of the National Fire Academy and its associated learning outcomes. Students' skills and knowledge are demonstrated through projects within the Fire Science courses, and rubrics are used to assess these projects.

In the Nursing and Health Sciences programs, students must complete individual competencies in order to move forward to practical exams. These programs have external accrediting bodies and track their students' attainment of SLOs according to their standards. For example, the Nursing department has ensured that the End of Program SLOs required by the Accreditation Commission for Education in Nursing (ACEN) are aligned with MWCC's ISLOs. The Physical Therapist Assistant (PTA) program faculty review the results of the capstone course and project, as well as the retention and graduation rates for its students. The fall 2020 cohort retention rate dipped to 56% compared to 80% for the fall 2019 cohort, which caught the faculty's attention. Additionally, the department has had difficulty maintaining satisfactory clinical sites due to COVID-19 restrictions, which led to the Class of 2021 being delayed in graduating. Taken together, the decision was made to decrease the number of admitted students to 16 for the Class of 2023 to allow for smaller lab cohorts and more direct student attention. Nursing and Health Sciences also track passage rates on licensure exams and evaluate these as a measure of

student learning and success. Programs annually review feedback from students, graduates and advisory boards regarding the satisfactory completion of SLOs.

MWCC's Veterinarian Technology program uses software designed to document essential skills that students master and provides these data to the Committee on Veterinary Technology Education and Activities (CVTEA) accreditation team. Each semester, a skills report is generated that tracks skill proficiency for both individual students and entire classes. Using these reports, the Veterinary Technology department decided to split Veterinary Clinical Nursing Skills (VTE 210) into two separate courses (VTE 210 & VTE 211) for students to augment mastery of the requisite skills to prepare them for success in the clinic.

Based on poor student performance on certain aspects of standardized tests, the Auto Tech program identified that many of their students needed additional lab time in order for students to fully master the necessary skills. This demonstrates that applying active learning principles supports student success, and indeed, may prove instrumental in maximizing the learning of automotive technology skills. As of fall 2022, two new full-time faculty are joining the Automotive Technology department, which brings the total number of full-time faculty to three, which will strengthen curriculum development and expand opportunities for hands-on instruction with students and technical skills development.

In Practical Nursing, students completed a presentation project showcasing either their own culture or one which they researched. This project addresses a course learning outcome ("Discussing the multiple dimensions of holistic care including respect of patient/family values, preference, and expressed needs"), a program learning outcome ("Communication: Values individual, cultural, and personal diversity"), and ISLO 4: "Engage within local, national, and global communities." With the strong vertical alignment inherent in the design of this assignment, students achieved an average grade of 94%. This suggests that MWCC Practical Nursing students are ready and willing to engage with diverse cultures; they likely also benefit from the vertical alignment that necessitates significant collaborative effort of a group of dedicated faculty.

The COVID restrictions, particularly in the spring of 2020, had a significant negative impact on clinical and lab instruction. The COVID restrictions, particularly in the spring of 2020, had a significant negative impact on clinical and lab instruction. With closure of the campus and restrictions imposed at clinical sites, labs and clinics were not accessible and necessitated remote instruction. This change required a rapid pivot for the faculty and the students. The adjustments needed to continue the program (e.g., remote learning), on the part of both the students and the faculty) proved to be an impediment to learning as evidenced by grades and completion rates. Considering these findings, the college made a commitment to safely bring students back into the labs (i.e., reduced classroom density; vaccine requirement) and worked closely with clinical sites to reinstate clinical rotations in AY2020-21 and AY2021-22.

The Outcomes Assessment Committee (OAC) was charged with developing assessment tools, procedures and implementation plans that will assist faculty in assessing and improving student learning of the program outcomes and ISLOs. Once the ISLOs were identified and approved through governance in 2014, the OAC developed, tested, and further refined assessment rubrics and benchmarks. In 2019, internal governance approved the changes made to the ISLOs. Using the ISLO assessment rubrics, faculty created program- and department curriculum maps to identify courses in which these outcomes are measured and identified gaps in alignment.

The OAC created a draft assessment plan in 2017, but the plan was never finalized. This was due in part to declining Committee membership and the lack of a Director of Assessment since 2014. Importantly, 2020 was the year when the definition of "college service" was broadened to include accreditation work, grants, and special projects. The result was a decline in full-time faculty participation on standing committees such as the OAC. Since there were not enough full-time faculty for even minimal

representation on the College's standing committees, many were combined in fall 2020. Two searches for a Director of Assessment in 2019 failed, and a third search planned for March 2020 was not undertaken due to the COVID-19 pandemic. The College successfully completed a search for this critical position and on-boarded the new Director in July 2022.

MWCC seeks out student input, regularly administering surveys including the [Community College Survey of Student Engagement \(CCSSE\)](#), [Survey of Entering Student Engagement \(SENSE\)](#), and the [Noel Levitz Student Satisfaction Inventory \(SSI\)](#). Course evaluations and responses to graduate surveys also help MWCC understand student experiences and learn how well the skills gained have helped students find employment or continue their education.

MWCC surveys graduates 3 to 6 months after degree conferral, satisfying Perkins grant reporting requirements and informing academic departments in the program review process. [Alumni testimonials](#) are posted on MWCC's website, including the [homepage](#). The [MWCC Alumni Network](#) grew in the mid-2010s but has been dormant in recent years. The last monthly minutes from the MWCC Alumni Network were posted in June 2019.

Course completion rates (based on earned credit) offer a valuable measure of student success and an index of instructional effectiveness, particularly where patterns emerge. These rates were quite consistent across instructional sites and consistently lower for online courses. Most courses are offered on the main campus in Gardner, some specialty programs are limited to one location (e.g., Dental in Fitchburg), and online offerings were limited prior to FY2020, so sample sizes varied considerably in some cases.

Appraisal

MWCC uses various methods of assessment to measure student achievement and learning relative to expected outcomes. Persistence, retention, and graduation rates from IPEDS and the VFA provide valuable information that helps to identify whether efforts to improve student performance are having a positive impact. MWCC uses information from these sources as a basis for comparison with the other 14 community colleges in Massachusetts, as well as to similarly situated institutions across the country. The MA DHE Performance Measurement Reporting System from the [Massachusetts DHE Data Center](#) also provides comparisons between MWCC and other Massachusetts community colleges.

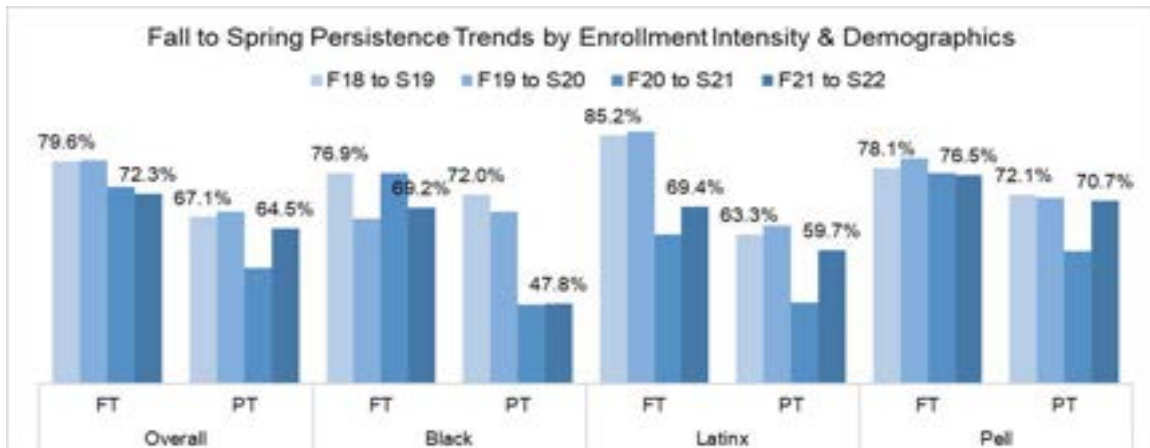
MWCC's retention rates are consistent with those of its 14 sibling community colleges. Between fall 2016 and fall 2020, these rates ranged from 56% to 60%. Persistence rates in the same time period hovered at 64% for spring to fall, and 73% for fall to spring, which is very much in line with persistence rates more broadly in higher education.

Overall fall to spring persistence rates of first-time full-time matriculated students exceeded 79% before the COVID-19 pandemic. The rate dropped 7.3 percentage points to 72.3% in the fall 2021 cohort. Figure 13 provides persistence rate trends by student demographics. Black/African American and Hispanic/Latinx first-time full-time cohorts tend to be small, usually under 30 students, so there is more variability in the persistence rates. Fall to spring persistence rates of first-time full-time students with Pell Grants declined by 1.6 percentage points from 78.1% for the fall 2018 cohort to 76.5% for the fall 2021 cohort.

First-time part-time fall to spring persistence of matriculated students is lower than full-time students. The COVID-19 pandemic had a large impact on the fall to spring persistence rates dropping from 67.1% for the fall 2018 cohort to 55.7% for the fall 2020 cohort, before rebounding to 64.5% for the fall 2021 cohort. Black/African American and Hispanic/Latinx first-time part-time students were impacted the most over the four-year period. Black/African American persistence declined from a high of 72% for the fall 2018 cohort to 47.8% in the cohort. Hispanic/Latinx persistence fell from 63.3% for the fall 2018 cohort to 59.7% in fall

2021, though the fall 2021 rate represents an improvement over the extreme low of 48.1% for the fall 2020 cohort. Generally, the first-time part-time persistence of Pell grant recipients is higher than that of the overall population; 72.1% for the fall 2018 cohort compared to 67.1% overall and 70.7% of the fall 2021 cohort compared to 64.5% overall.

Figure 13. Fall to Spring Persistence Rate Trends by Enrollment and Student Demographics

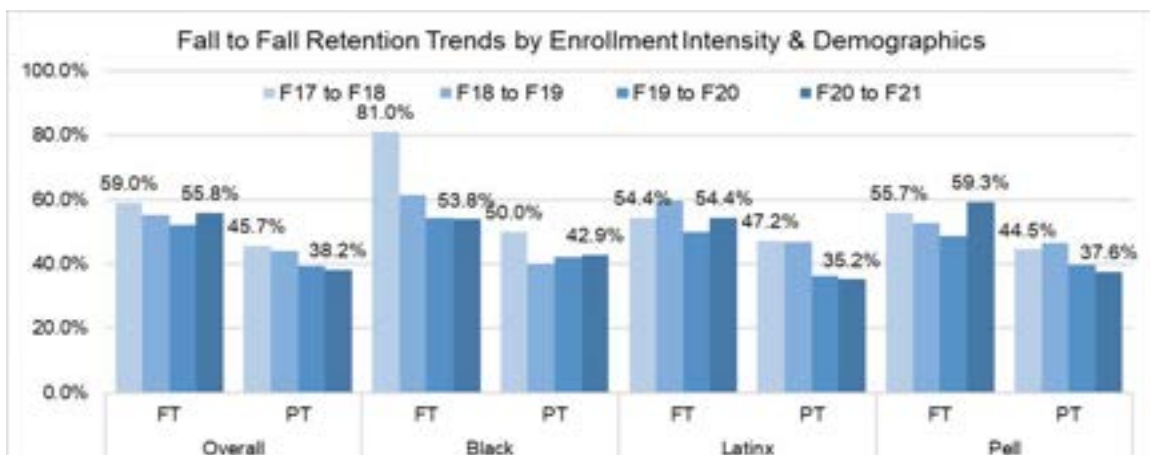


MWCC will need to identify ways to connect with students of color and part-time students to improve persistence rates. The MWCC strategic and operational plans have identified these as areas for MWCC to target for improvement.

Figure 14 demonstrates how fall to fall retention rates of first-time full-time matriculated students have declined from 59% for the fall 2017 cohort to 55.8% for the fall 2020 cohort. MWCC struggles to retain Black/African American and Hispanic/Latinx first-time full-time students; 38.2% of Black/African American and 49.2% of Hispanic/Latinx fall 2020 first-time full-time matriculating students returned in fall 2021. Retention rates for first-time full-time Pell recipients reveal a similar pattern to the overall population.

Overall retention rates of part-time first-time matriculated students have declined from 45.7% for the fall 2017 cohort to 38.2% for the fall 2020 cohort. Retention of the Black/African American, Hispanic/Latinx, and Pell recipient populations also declined, down 7.1, 12, and 6.9 percentage points respectively between the fall 2017 and fall 2020 cohorts.

Figure 14. Fall to Fall Retention Rate Trends by Enrollment and Student Demographics



These data suggest that the pandemic amplified trends in retention that MWCC was already experiencing and that minoritized groups are disproportionately affected. With the current economic climate of a [3.7% unemployment rate in Massachusetts \(as of June 2022\)](#) and higher wages, colleges must contend with competing priorities of students under these conditions. It is incumbent upon the college to continuously improve services, support systems, and instructional quality to maximize student success and tangibly see the return on that investment in terms of retention.

The retention plan is expected to be completed and initiated in spring 2023 (EI# 006) in an effort to continuously improve retention of students. This plan will outline the strategy of the THRIVE Retention Center for increasing retention. This strategy involves the provision of intrusive, wrap-around services to students who are on warning/probation/reinstatement or are otherwise referred by an advisor or faculty member. From spring 2020 to fall 2020, THRIVE students had a 64.4% persistence rate; from fall 2020 to spring 2021, they had a 70% persistence rate. Both data points compare favorably with the College's 60.4% overall persistence rate.

MWCC's 2017 Interim Report to the Commission noted the shifting composition of the College student population had not been met with concomitant shifts in institution-wide support to address retention within specific demographic groups. Support for and retention of its traditionally underrepresented student populations is an area MWCC recognizes needs more attention. The [Diversity, Equity, and Inclusion \(DEI\) team](#) has spearheaded efforts to support students and employees from diverse backgrounds. The team's efforts have resulted in the opening of the Virtual International Student Center for the Promotion of Diversity and Inclusion and to the creation of a new position and successful hiring of a Chief Diversity Executive position in April 2022.

Standards 4 and 6 introduced the MWCC Faculty Academy and Real Talk professional development courses for faculty. Students in Real Talk sections in fall 2020 were retained at a higher rate than students in a non-RT section; 50.9% compared to 45.4% (EI #044). For the past two years, female students in RT sections had higher retention rates (over 53%) than male students (46.5%). For fall 2020 male students, the retention rate in an RT course was 46.5% and male students not in an RT course was 46.3%. Examining by race/ethnicity, the fall 2020 to fall 2021 retention rates were similar for Hispanic/Latinx students; 45.5% in an RT course were retained compared to 43.9% not in an RT section. For the same time period, the retention rates were higher for Black/African American students in an RT course (62.5%) compared to 44.9% not in an RT course. While these results are promising, the number of Black/African American and students of color can have small numbers which cause challenges in inferring the effectiveness of the program. MWCC supports the Faculty Academy and will continue to review its effectiveness.

The Leominster, Devens and Off-Campus locations (e.g., dual enrollment) had higher course completion rates, averaging in the 86% to 90% range during FY2014 to FY2018 compared to 83% for Gardner courses. Online courses had lower completion rates (78%) than in-person courses at all locations during this time period. Prior to FY2020, online courses represented 22% of total credits offered and Gardner had 57% of credits (See Table 2). In FY2021 enrollment in web courses made up 90% of FY2021 enrollment and Gardner had 4.6% of credits. With the campus-wide pivot to online learning in FY2020 and FY2021 due to COVID, and the concomitant increase in enrollments and numbers of courses offered, the pass rates remained quite consistent over time (See Table 2). These findings served as the main impetus for investing in improving online instruction by recruiting a Director of Learning Design and Technology and an Instructional Designer who support faculty professional development in online pedagogy and implement best practices in course design and development.

Table 2. Portion of Fiscal Year Enrollment for each Instructional Site (percent of FY)

Site	2018	2019	2020	2021	2022
Gardner	57.3	57.1	56.3	4.6	26.7
Web	22.7	22.7	28.3	90.1	63.5
Leominster	11.8	11.7	7.9	1.5	2.5
All other Sites	8.0	8.4	7.5	3.9	7.3

For the instructional sites dedicated exclusively to offering specific programs (e.g., Fitchburg Dental), the course pass rates were much higher. The Dental programs have a selective admissions process and generally return high course completion rates. The program exhibited recent decreases in FY2020 and FY2021 as a result of the COVID restrictions during spring 2020 and fall 2021, which limited lab and clinic time for this cohort. The Department of Corrections sites were closed in spring 2020 and throughout most of FY2021, with a clear impact on completion rates as DOC students were not allowed internet access and therefore could not pivot to online learning.

Table 3. Course Completion Rates (percentage) by Instructional Site

Site	2014 - 2018 (5yr Avg)	2019	2020	2021	2022
Gardner	83.4	84.6	82.0	78.1	86.9
Web	78.1	78.3	79.8	80.1	77.9
Leominster	88.0	89.5	86.1	83.0	81.1
Devens	90.0	89.6	88.7	100.0	n/a
Off Campus	85.5	96.7	88.7	88.9	88.5
Dept. of Corrections	94.9	98.2	38.8	83.6	93.0
Fitchburg Dental	98.7	94.2	78.4	96.6	97.7
Auto Tech	n/a	n/a	n/a	91.9	95.1

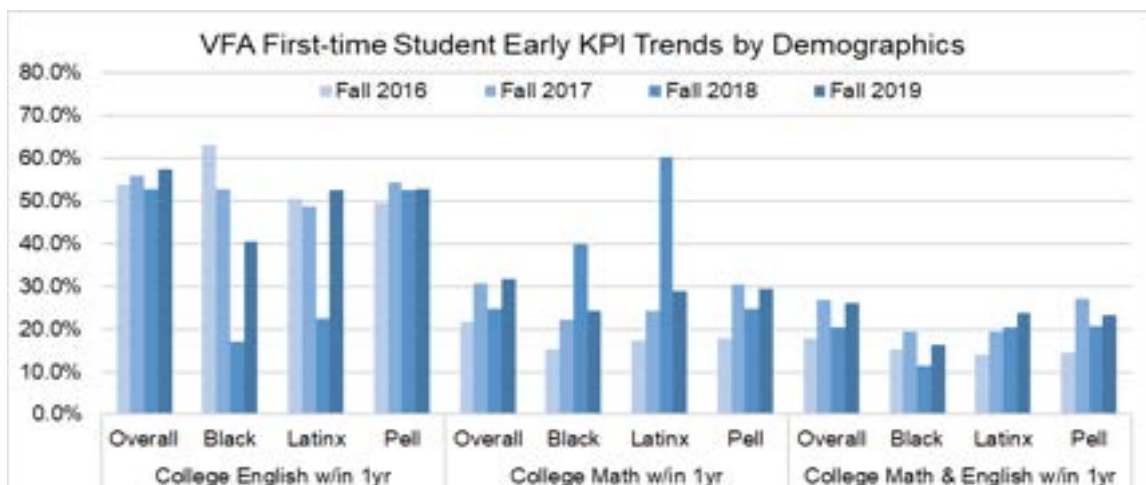
Research out of the Community College Research Center has linked early momentum metrics to long term student success ([Jenkins & Bailey, 2017](#)). The completion of a college level math and English course within the first year is directly linked to program completion. The MA DHE includes these metrics in the [performance measurement of community colleges](#). Over half of all MWCC first-time students complete a college-level English course within one year. The Pell recipient trend tracks closely to the overall rate while the results are much more variable for Black/African American and Hispanic/Latinx students. Black/African American student completion rates reached a peak of 63% in the fall 2016 cohort and the fall 2018 cohort fell to 17.1%. Similar instability exists with Hispanic/Latinx students; first-time Hispanic/Latinx students experienced a low of 22.6% completion in the fall 2018 cohort before the fall 2019 reached a four-year peak of 52.9%. Small sample sizes among Black/African American and Hispanic/Latinx students likely drove this high variance.

Conversely, less than one third of all first-time MWCC students complete a college-level math course within one year. Similar to college-level English, the Pell recipient trend tracks closely to the overall rate while the results are much more variable for Black/African American and Hispanic/Latinx students. Black/African American student completion rates ranged from a low of 15.2% in the fall 2016 to a 40% completion rate in the fall 2018 cohort. Even more exaggerated is the Hispanic/Latinx population, ranging from a low of 17.4% completion rate in the fall 2016 cohort to a high of 60.2% in the fall 2018 cohort.

In the most recent four cohorts, first-time students complete both a college-level English course and college-level math course within one year at rates between 17.8% (fall 2016 cohort) and 26.8% (fall 2017 cohort). Pell, Black/African American, and Hispanic/Latinx rates are less volatile the rates have improved for the Hispanic/Latinx population over each of the years.

These data suggest that college level English is completed by more students than college level math in the first year and that college level math may represent the most significant barrier to progress. MWCC is behind on the MA BHE goal to have 50% of first-time students complete a college level math and English course within the first year. Overall, 57.5% of the fall 2019 first-time students finished a college level English course in the first year and 31.7% finished a college level math course. These findings reveal the need to redouble efforts to understand and ameliorate these critical barriers early in a student's academic journey. Closing the data loop with English and math faculty, with the Learning Success Center, and with early placement assessment and advising, will enable a deep dive into the origins of this issue and will precipitate a plan for improvement. In addition, during the early/mid 2010s, the Title III Aspire program was active. This program initiated the creation of two distinct math tracks (Statistics and Calculus) to enable students to better tailor their math courses to their program requirements and long-term goals.

Figure 15. VFA Early Key Performance Indicator Trends of First-time Students

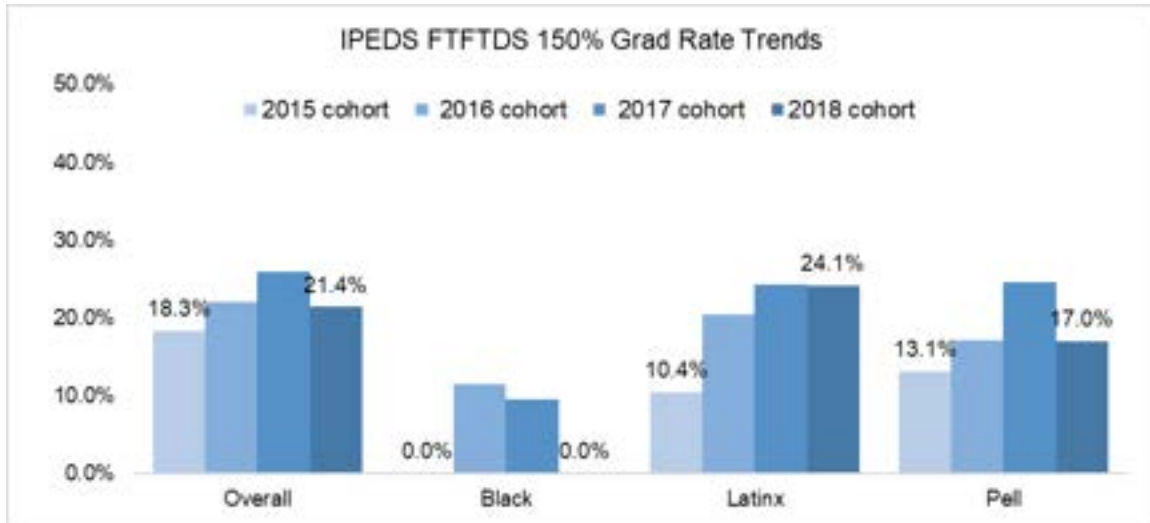


The IPEDS Graduation Rates for first-time full-time degree-seeking (FTFTDS) are provided because it is a metric used by all institutions, however, for community colleges it has limited utility due to the small portion of the MWCC student body it covers. MWCC students are predominantly part-time and with a sizable portion in need of support to become ready for college level coursework. At MWCC the FTFTDS cohort represents between 19-25% of the new student population in the fall term between 2018 and 2021. In fall 2021 the FTFTDS cohort was 274 students and the numbers of students of color are quite small and those small numbers lead to wide variability in graduation rates.

The overall IPEDS 150% Graduation Rate for the first-time full-time degree-seeking (FTFTDS) students increased from 18.3% for the fall 2015 cohort to 25.9% for the fall 2017 entering cohort and then the graduation rate dropped 4.5 percentage points to 21.4% for the 2018 cohort (See Figure 16). MWCC has consistently struggled with supporting Pell Grant recipients to completion. Thirteen percent of the fall 2015 cohort Pell recipients graduated within 3-years compared to 18.3% overall. In the fall 2018 cohort, 17.0% of Pell grant recipients graduated compared to 21.4% overall. Hispanic/Latinx student graduation rates were the only group to improve, up from 10.4% for the fall 2015 cohort to 24.1% for the fall 2018 cohort. There were two years where none of the FTFTDS Black/African American students completed within 3-years.

The fall 2018 cohort was the first cohort to have half of their education impacted by the arrival of the COVID-19 pandemic halfway through the spring of 2020. This speaks to the need to bring students back to campus for in person learning and focus efforts on online courses and remote course pedagogy.

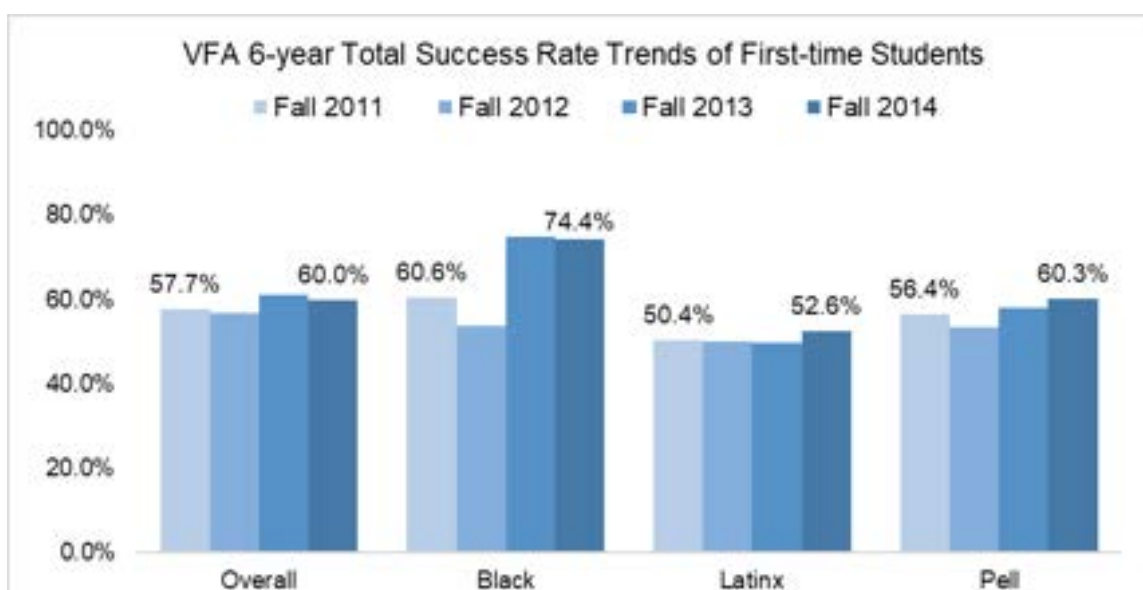
Figure 16. IPEDS 150% Graduation Rate Trends by Student Demographics



The Voluntary Framework of Accountability (VFA), provided by the American Association of Community Colleges (AACC), created metrics and cohort definitions with longer timeframes for completion, which are more appropriate for community college students, many of whom are working adults engaged in part-time study. The 6-year Success rate includes earning an award, transfer, still enrolled, and earning 30 college level credits. The 6-year timeframe provides a realistic window for students to complete developmental coursework and is a long enough window for part-time students to complete their program of study.

Measuring student success through a longer timeframe identified in the VFA metrics demonstrates that MWCC community college students persist and meet their goals at high rates. The overall 6-year success rates for first-time in college students have hovered around 60% for the fall 2011 through 2014 cohorts (See Figure 17). Pell grant recipient success rates reached 60.3% for the fall 2014 cohort. The completion rates for Black/African American students went from 53.6% for the 2012 cohort to 74.4% for the 2014 cohort. The 6-year success rate for Hispanic/Latinx have hovered in the 49.6% - 52.6% range. This is an area where MWCC needs to do a deep dive into early key performance indicators to identify roadblocks and provide targeted support for our growing Hispanic/Latinx student population. To this end, MWCC has expanded ESOL coursework and recently piloted a bilingual (Spanish/English) Business Administration certificate program.

Figure 17. VFA Six Year Success Rate Total for First-time Students



Part of the MWCC mission is to prepare students for successful transfer to a 4-year institution. Table 4 demonstrates the consistent transfer rates over the past 5 years with a dip with the class of 2020 during the peak pandemic impact.

Table 4. Percent of Graduating Class Transferring to a 4-year Institution within 1 year

Percent	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
Graduates transferred to 4-year within 1 year of graduation	23.4%	22.7%	21.4%	10.9%	22.9%

The college has successfully integrated ISLOs into the curriculum; however, assessment of learning outcomes at MWCC has not been systematic in recent years. Programs with external accreditors have more direct learning outcomes assessment guidance (e.g., health professions). Programs without external accrediting entities, however, must construct the learning outcomes, rubrics, and measures internally. The assessment of ISLOs provides consistency across academic disciplines, but course-level and program-level student learning outcome assessment necessitates a more comprehensive assessment plan (expected fall 2022). The collaborative work of the new Director of Assessment and the Academic Assessment committee will be finalizing a plan (fall 2022) that will be endorsed by the Academic Senate and designed to provide structure and guidance for the faculty to implement assessment systematically in all academic departments and in alignment with the 2022-2027 MWCC Strategic Plan. Although an assessment plan is still being developed, examples of academic assessment activities currently being conducted provide rich data and help to establish a foundation to build upon as the new Director establishes the vital collaboration with the faculty to institutionalize learning outcomes assessment. Importantly, the new Director of Assessment will drive that structured and comprehensive assessment process for academic programs as well as for co-curricular programming, services, and non-credit programs.

Passage rates for professional licensing exams are indicative of the strength of these programs, with many posting rates between 90%-100%. Nevertheless, analysis of passage rates can reveal areas for

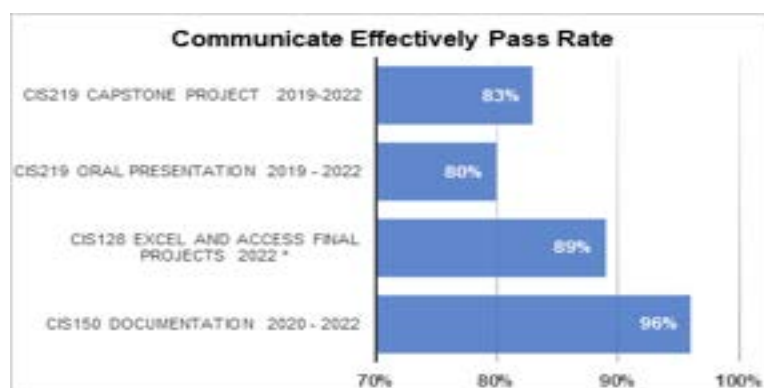
improvement. For instance, when MWCC discovered that the Nursing-Evening (NUE) students posted significantly lower NCLEX passage rates, the faculty conducted a deeper analysis of student concerns, staffing issues, availability of college resources during the evening hours, and the disaggregated NCLEX passage rates of the evening student cohorts. Findings led to the decision to suspend the program's evening didactic portion and to consolidate the faculty into the daytime program. The same professors teach both cohorts of students, which ensures consistency between the two sessions and enables the faculty to focus on quality, rigor, and consistency. Clinical experiences continue to be offered during the day and evenings to lessen the impact on students with work or family obligations. This change took effect in 2020, and the last cohort of evening program students graduated in August 2021. Early anecdotal evidence suggests that this move is starting to pay dividends in terms of student success. The Nursing Department will continue to monitor the impact specific to NCLEX scores over the next three years with a goal of reinstating the evening cohorts in 2025 as student demand for Nursing remains high. (EI #226).

Table 5. NCLEX Exam Pass Rate

Performance on Licensure Examination – Disaggregated by Program Option				
Current Expected Level of Achievement as Specified in the SPE	Year	Licensure Examination Pass Rate		
		Traditional		Bridge
		Day	Evening	
The program's most recent annual licensure pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	2021	85%	78%	81%
Same as above	2020	91%	73%	80%
Same as above	2019	98%	91%	77%

Another example of ongoing assessment activities comes from the Computer and Information Science (CIS) program. The CIS program revised the program objectives in 2018 to improve the measurability and relevance to industry needs for Computer Support Specialists (EI #047). One of these objectives has been examined in detail: *Communicate effectively to explain and document computing solutions to both a technical and non-technical audience.*

Figure 18. Computer Science Learning Outcome Course Analysis



Beyond specific academic programs, the College's mission aims to develop a well-rounded MWCC student. To that end the College offers service-learning opportunities built into each academic program and encourages leadership, volunteerism and civic engagement through the Brewer Center and Student Life office. Assessment of outcomes for this co-curricular learning is underway. Each year, the Student Life office surveys students using the Knowledge-of-Self Survey to assess the degree to which students

feel that Student Life has helped them grow. This survey also provides information on programming that students would like to see in the future. The survey looks at several areas, including communicating with, understanding, and respecting people from diverse backgrounds; ability to problem-solve when working together; self-growth; and leadership. Over 84% of respondents in the spring 2019 Knowledge-of-Self Survey agreed or strongly agreed that their ability to communicate with people from different backgrounds had improved as a result of being involved in student activities (EI #235). This was down from the 93% who gave these responses in the 2018 administration; the small number of respondents in each year contributes to the inter-year variability (EI #234). In 2019 76% agreed or strongly agreed that they learned new things about themselves as a result of their training and/or interactions with peers, down from 85% in 2018 (EI #235). This survey will be implemented again in FY2023 now that student activities will resume in fall 2022.

As a participant in the VFA, MWCC participates in the data exchange, which allows it to track several outcomes measures for its students (DFF 8.2). The 6-year success rates for the main cohort show steady increases from the fall 2011 to fall 2014 cohorts which can be seen in the Black/African American, Hispanic/Latinx, and Pell Grant recipients as well. The VFA first-time in college cohort 6-year success metrics had more modest increases over the same period for the entire cohort, the Hispanic/Latinx and Pell Grant recipients, however, for Black/African American students had a success rate increase from 60.6% for the fall 2011 cohort to 74.4% for the fall 2014 cohort (DFF 8.2).

Another way that the College fulfills its mission to “transform North Central Massachusetts by providing access to affordable, high quality, innovative, and relevant education,” especially to low income and first-generation students, is by introducing college and career concepts before they even graduate from high school through its various Early College programs. The Early College Academy at Gardner, Leominster and Fitchburg High Schools provides low income and first-generation students with a chance to earn college credit while still in high school, familiarizing them with the concept of participating in postsecondary education. As finances are a well-documented barrier to underrepresented populations’ access to higher education, MWCC’s Early College programs are free. In FY2020 alone, Early College students earned 3,261 credits, completed coursework at a 93% rate (compared to the overall [MWCC rates ranging between 80%-85% over the last decade](#)), and they saved over \$700,000 (EI #135). While these data do not speak to a specific academic program at MWCC, they do highlight the specific equity gaps in education and the effectiveness of programs in place to address this gap.

The mission of the THRIVE Retention Center is to maximize academic success—through dedicated retention advisors—for students on warning or probation as a consequence of unforeseen academic, technological, economic, social, emotional, psychological, and health challenges. The College’s persistence rates tell the story of THRIVE’s successful interventions amid these challenges: a 64% spring to fall rate in 2020, and a 70% rate from fall 2020 to spring 2021. These compare favorably to the College’s latest overall one-year retention rate of 56%, and the VFA persistence rates which are only slightly higher (See DFF 8.1). To fortify THRIVE’s effectiveness, the team has moved into the Academic Affairs suite, which is adjacent to Advising Center and to Student Services, which will provide a better logistical flow for students seeking out multiple supports.

Like other higher education institutions, MWCC is challenged in collecting data about post-graduation employment. The institution conducts graduate surveys three times a year, 6 months after each degree conferral date that generate response rates between 30% and 33%, peaking at 36% in the class of 2018. Given that the industry standard for satisfaction survey response rates typically range between 8% and 10%, this indicates the willingness of alumni to provide valuable feedback to the College. MWCC lacks a formal mechanism to engage with and keep track of alumni and their achievements.

Strengths	Challenges
• The college has ISLOs and PSLOs in place and aligned at the course level • The college recently hired a Director of Assessment, a Director of Learning Design and Technology, and an Instructional Designer who will collaborate with faculty and the Assessment Committee on reshaping learning design with close outcome-assessment alignment and professional development of faculty)	• Need completion and implementation of a comprehensive assessment plan to guide the systematic outcomes assessment and feedback process to inform curricular improvements • Overall need for greater data intelligence, data governance, and appropriate analytical tools in areas such as retention, learning outcomes, post-graduation employment, labor market analyses • Formalized faculty development in areas of academic assessment • Need to implement an approved Academic Assessment Plan with Co-Curricular Assessment components • Small sample sizes of sub-populations of students limit quantitative analyses

	Projection	Responsible Person	Time Frame
1	Drive the assessment plan with a Director of Assessment-led assessment team to coordinate faculty and staff engagement from across the College including creating an Assessment Plan for Co-Curricular activities. Identify systematic processes that meet the variety of program needs with guidelines and examples of assessing institutional and program student learning outcomes. Faculty will strengthen curricular alignment of outcomes at the course design level with the support of the new Instructional Design Team, the new Director of Assessment, and the Assessment Committee	Director of Assessment, Academic Affairs, Deans, Faculty	3-5 years
2	Create a Center for Teaching and Learning to lead and inspire innovative teaching that promotes meaningful learning and assessment of measurable student success. Design and deliver professional development learning opportunities for faculty in assessment and instructional design	VPAA, Director of Learning Design & Technology, Instructional Designer, Teaching & Learning Committee, Faculty Academy, Faculty	2-5 years
3	Use labor market tools to provide information on the alignment of learning objectives with employment requirements.	Institutional Research & Assessment, ITS	3-5 years
4	Increase and improve engagement with alumni, transfer-outs, and stop-outs to collect more robust post-graduation employment, licensure passage, and satisfaction data, and qualitative data about why students do not return. Create an inventory of program review and Advisory Board methodologies to identify effective practices and institutionalize. Implement updates to the MWCC graduate survey to include more holistic perspectives, including information from employers. Supplement quantitative analyses of small groups with qualitative research methods to gather methodologically-sound data	Director of ACT, Assistant Director of Advising, THRIVE, Career Planning & Placement, Institutional Research & Assessment, ITS, MWCC Foundation, SGA, Marketing	3-5 years

Standard 8.1: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
IPEDS <u>Retention</u> Data		<i>Fall 17 to18</i>	<i>Fall 18 to 19</i>	<i>Fall 19 to 20</i>	<i>Fall 20 to 21</i>	<i>Fall 21 to 22</i>
First Time Full-time Associate degree Students		59.5%	57.2%	53.1%	56.4%	58.0%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
IPEDS <u>Graduation</u> Data (150% of time)		<i>Fall 15</i>	<i>Fall 16</i>	<i>Fall 17</i>	<i>Fall 18</i>	<i>Fall 19</i>
Associate degree students		18.4%	21.1%	25.2%	14.2%	25.7%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
IPEDS <u>Outcomes Measures</u> Data		<i>2010-11 Full Yr</i>	<i>2011-12 Full Yr</i>	<i>2012-13 Full Yr</i>	<i>2013-14 Full Yr</i>	<i>2014-15 Full Yr</i>
First-time, full time students		n = 746	n = 704	n = 700	n = 642	
Awarded a degree within six years		25%	27%	27%	32%	31%
Awarded a degree within eight years		27%	29%	29%	34%	35%
Not awarded within eight years but still enrolled		2%	2%	2%	2%	2%
First-time, part-time students		n = 507	n = 595	n = 561	n = 510	
Awarded a degree within six years		15%	17%	19%	16%	20%
Awarded a degree within eight years		18%	20%	20%	18%	20%
Not awarded within eight years but still enrolled		4%	3%	2%	4%	4%
Non-first-time, full-time students		n = 178	n = 217	n = 212	n = 206	
Awarded a degree within six years		38%	41%	31%	39%	43%
Awarded a degree within eight years		39%	42%	32%	41%	45%
Not awarded within eight years but still enrolled		1%	1%	1%	0%	1%
Non-first-time, part-time students		n = 284	n = 332	n = 431	n = 334	
Awarded a degree within six years		23%	25%	24%	20%	27%
Awarded a degree within eight years		24%	26%	26%	22%	30%
Not awarded within eight years but still enrolled		2%	2%	2%	1%	1%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Fall to Spring Persistence for First-time Full-time Matriculated	79.6%	79.8%	73.9%	72.3%	74.0%
1	Fall to Spring Persistence for First-time Part-time Matriculated	67.1%	68.2%	55.7%	64.5%	66.0%
1	Fall to Fall Retention - First-time full-time matriculated	59.0%	55.1%	52.2%	55.8%	57.3%
1	Fall to Fall Retention - First-time part-time matriculated)	45.7%	43.9%	39.5%	38.2%	39.7%
2	VFA Fall to Next Term Persistence (Main Cohort)	70.6% (Fall 2015)	71.1% (Fall 2016)	69.8% (Fall 2017)	73.9% (Fall 2018)	70.5% (Fall 2019)
3	VFA Fall to Next Term Persistence (FTIC Cohort)	74.1% (Fall 2015)	74.3% (Fall 2016)	73.9% (Fall 2017)	75.6% (Fall 2018)	76.3% (Fall 2019)

?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
			Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort
4	IPEDS 150% Grad Rate (Assoc & Certificate at entry)		18.3%	22.1%	25.9%	21.4%	26.9%
			Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
4	IPEDS 200% Grad Rate (Assoc & Certificate at entry)		26.8%	24.5%	27.2%	31.0%	28.2%
			Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort
2	VFA - Completion by End of Year Six (Main Cohort)		25.1% (n=1,424)	25.7% (n=1,376)	27.2% (n=1,326)	29.0% (n=1,170)	26.5% (n=1,172)
3	VFA - Completion by End of Year Six (First-time Cohort)		23.9% (n=960)	26.4% (n=886)	28.4% (n=879)	28.1% (n=737)	24.8% (n=729)
Definition and Methodology Explanations							
1	Fall to Spring Persistence and Fall to Fall Retention uses MA DHE methodology which removes graduates from cohort and does not have exclusions. Includes Associate and Certificate majors.						
2	Voluntary Framework of Accountability (VFA) Main cohort includes all Fall entering students who are new at the institution taking a credit course (not dual enrolled)						
3	Voluntary Framework of Accountability (VFA) First Time in College (FTIC) cohort is a subset of the Main Cohort. Includes students in the Main cohort who were first-time in college.						
4	The IPEDS Graduation Rate includes certificate students. IPEDS 150% and 200% include associate and certificate students.						

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.1: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Black/African American Students		(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
IPEDS <u>Retention</u> Data		<i>Fall 17 to 18</i>	<i>Fall 18 to 19</i>	<i>Fall 19 to 20</i>	<i>Fall 20 to 21</i>	<i>Fall 21 to 22</i>
First Time Full-time Associate degree Students		80.0%	61.5%	56.5%	53.8%	55.3%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
IPEDS <u>Graduation</u> Data (150% of time)		<i>Fall 15</i>	<i>Fall 16</i>	<i>Fall 17</i>	<i>Fall 18</i>	<i>Fall 19</i>
Associate degree students		0.0%	8.0%	10.0%	0%	29%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Fall to Spring Persistence for First-time Full-time Matriculated	76.9%	66.7%	76.9%	69.2%	70.7%
	Fall to Spring Persistence for First-time Part-time Matriculated	72.0%	68.4%	47.6%	47.8%	49.3%
2	Fall to Fall Retention (first-time full-time matriculated)	81.0%	61.5%	54.2%	53.8%	55.3%
3	Fall to Fall Retention (First-time part-time matriculated)	50.0%	40.0%	42.1%	42.9%	44.4%
	VFA Fall to Next Term Persistence (Main Cohort)	75.6% (Fall 2015)	67.4% (Fall 2016)	70.3% (Fall 2017)	74.0% (Fall 2018)	63.0% (Fall 2019)
	VFA Fall to Next Term Persistence (FTIC Cohort)	85.0% (Fall 2015)	71.4% (Fall 2016)	80.6% (Fall 2017)	75.6% (Fall 2018)	72.5% (Fall 2019)
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)		Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort
	IPEDS 150% Grad Rate (Assoc & Certificate at entry)	0.0%	11.5%	9.5%	0.0%	29.2%
		Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
	IPEDS 200% Grad Rate (Assoc & Certificate at entry)	3.3%	15.4%	19.2%	9.5%	7.7%
		Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort
	VFA - Completion by End of Year Six (Main Cohort)	27.6% (n=123)	23.5% (n=102)	17.4% (n=92)	22.2% (n=90)	21.2% (n=85)
	VFA - Completion by End of Year Six (First-time Cohort)	22.7% (n=66)	16.1% (n=56)	22.5% (n=40)	4.7% (n=43)	11.1% (n=36)
Definition and Methodology Explanations						
1	Fall to Spring Persistence and Fall to Fall Retention uses MA DHE methodology which removes graduates from cohort and does not have exclusions. Includes Associate and Certificate majors.					
2	Voluntary Framework of Accountability (VFA) Main cohort includes all Fall entering students who are new at the institution taking a credit course (not dual enrolled)					
	Voluntary Framework of Accountability (VFA) First Time in College (FTIC) cohort is a subset of the Main Cohort. Includes students in the Main cohort who were first-time in college.					
	The IPEDS Graduation Rate includes certificate students. IPEDS 150% and 200% include associate and certificate students.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.1: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Hispanic/Latinx Students		(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
IPEDS Retention Data		<i>Fall 17 to 18</i>	<i>Fall 18 to 19</i>	<i>Fall 19 to 20</i>	<i>Fall 20 to 21</i>	<i>Fall 21 to 22</i>
First Time Full-time Associate degree Students		55.6%	59.6%	50.8%	55.6%	57.1%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
?	IPEDS Graduation Data (150% of time)	<i>Fall 15</i>	<i>Fall 16</i>	<i>Fall 17</i>	<i>Fall 18</i>	<i>Fall 19</i>
Associate degree students		11.0%	21.3%	21%	15.4%	21.5%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1	Fall to Spring Persistence for First-time Full-time Matriculated	85.2%	86.2%	63.2%	69.4%	70.9%
	Fall to Spring Persistence for First-time Part-time Matriculated	63.3%	65.2%	48.1%	59.7%	61.2%
2	Fall to Fall Retention (first-time full-time matriculated)	54.4%	59.6%	50.0%	54.4%	55.9%
3	Fall to Fall Retention (First-time part-time matriculated)	47.2%	46.9%	36.4%	35.2%	36.7%
	VFA Fall to Next Term Persistence (Main Cohort)	67.0% (Fall 2015)	71.2% (Fall 2016)	68.6% (Fall 2017)	75.9% (Fall 2018)	70.8% (Fall 2019)
	VFA Fall to Next Term Persistence (FTIC Cohort)	65.4% (Fall 2015)	71.7% (Fall 2016)	70.6% (Fall 2017)	78.1% (Fall 2018)	75.7% (Fall 2019)
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort
	IPEDS 150% Grad Rate (Assoc & Certificate at entry)	10.4%	20.5%	24.3%	24.1%	23.0%
		Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
	IPEDS 200% Grad Rate (Assoc & Certificate at entry)	19.5%	25.3%	25.3%	25.7%	42.6%
		Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort
	VFA - Completion by End of Year Six (Main Cohort)	16.6% (n=175)	19.1% (n=194)	22.7% (n=172)	25.3% (n=198)	17.9% (n=179)
	VFA - Completion by End of Year Six (First-time Cohort)	10.8% (n=139)	19.4% (n=134)	22.3% (n=121)	17.8% (n=135)	16.5% (n=127)
Definition and Methodology Explanations						
1	Fall to Spring Persistence and Fall to Fall Retention uses MA DHE methodology which removes graduates from cohort and does not have exclusions. Includes Associate and Certificate majors.					
2	Voluntary Framework of Accountability (VFA) Main cohort includes all Fall entering students who are new at the institution taking a credit course (not dual enrolled)					
	Voluntary Framework of Accountability (VFA) First Time in College (FTIC) cohort is a subset of the Main Cohort. Includes students in the Main cohort who were first-time in college.					
	The IPEDS Graduation Rate includes certificate students. IPEDS 150% and 200% include associate and certificate students.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.1: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
PELL RECIPIENTS		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
IPEDS <u>Retention</u> Data		<i>Fall 17 to 18</i>	<i>Fall 18 to 19</i>	<i>Fall 19 to 20</i>	<i>Fall 20 to 21</i>	<i>Fall 21 to 22</i>
First Time Full-time Associate degree Students		55.7%	53.6%	49.5%	60.7%	62.2%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
?	IPEDS <u>Graduation</u> Data (150% of time)	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
	Associate degree students	12.8%	15.4%	23.0%	11.0%	12.8%
Bachelors degree students		n/a	n/a	n/a	n/a	n/a
?	IPEDS <u>Outcomes Measures</u> Data	<i>2010-11 Full Yr</i>	<i>2011-12 Full Yr</i>	<i>2012-13 Full Yr</i>	<i>2013-14 Full Yr</i>	
	n = 361	n = 394	n = 392	n = 369		
First-time, full time students						
Awarded a degree within six years		22%	25%	24%	28%	28%
Awarded a degree within eight years		24%	28%	26%	30%	30%
Not awarded within eight years but still enrolled		2%	3%	3%	2%	2%
First-time, part-time students		n = 242	n = 317	n = 325	n = 277	
Awarded a degree within six years		10%	14%	17%	13%	13%
Awarded a degree within eight years		13%	15%	18%	15%	15%
Not awarded within eight years but still enrolled		5%	3%	2%	5%	5%
Non-first-time, full-time students		n = 38	n = 86	n = 88	n = 101	
Awarded a degree within six years		29%	38%	24%	37%	37%
Awarded a degree within eight years		31%	40%	26%	40%	40%
Not awarded within eight years but still enrolled		1%	2%	0%	0%	0%
Non-first-time, part-time students		n = 79	n = 86	n = 102	n = 81	
Awarded a degree within six years		23%	19%	24%	21%	21%
Awarded a degree within eight years		23%	20%	28%	22%	22%
Not awarded within eight years but still enrolled		1%	2%	2%	2%	2%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Fall to Spring Persistence for First-time Full-time Matriculated	78.1%	80.2%	76.8%	76.5%	78.0%
	Fall to Spring Persistence for First-time Part-time Matriculated	72.1%	71.3%	59.4%	70.7%	72.2%
2	Fall to Fall Retention (first-time full-time matriculated)	55.7%	52.7%	48.6%	59.3%	60.8%
	Fall to Fall Retention (First-time part-time matriculated)	44.5%	46.5%	39.6%	37.6%	39.1%
3	VFA Fall to Next Term Persistence (Main Cohort)	74.4% (Fall 2015)	73.2% (Fall 2016)	71.4% (Fall 2017)	77.4% (Fall 2018)	75.5% (Fall 2019)
	VFA Fall to Next Term Persistence (FTIC Cohort)	73.4% (Fall 2015)	73.6% (Fall 2016)	70.6% (fall 2017)	76.0% (fall 2018)	76.4% (fall 2019)
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort
	IPEDS 150% Grad Rate (Assoc & Certificate at entry)	13.1%	17.1%	24.6%	17.0%	13.1%
		Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
	IPEDS 200% Grad Rate (Assoc & Certificate at entry)	23.6%	18.7%	23.5%	25.4%	11.3%

	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort
VFA - Completion by End of Year Six (Main Cohort)	25.8% (n=660)	25.7% (n=705)	26.1% (n=675)	28.9% (n=616)	24.7% (n=547)
VFA - Completion by End of Year Six (First-time Cohort)	24.1% (n=532)	26.5% (n=540)	25.0% (n=516)	25.9% (n=436)	21.8% (n=385)

Definition and Methodology Explanations

- 1 Fall to Spring Persistence and Fall to Fall Retention uses MA DHE methodology which removes graduates from cohort and does not have exclusions. Includes Associate and Certificate majors.
- 2 Voluntary Framework of Accountability (VFA) Main cohort includes all Fall entering students who are new at the institution taking a credit course (not dual enrolled)
- Voluntary Framework of Accountability (VFA) First Time in College (FTIC) cohort is a subset of the Main Cohort. Includes students in the Main cohort who were first-time in college.
- The IPEDS Graduation Rate includes certificate students. IPEDS 150% and 200% include associate and certificate students.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.2: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
?	First-time, Full-time Students			2015	2017
	Degree from original institution			33.7%	34.8%
	Not graduated, still enrolled at original institution			0.0%	8.4%
	Degree from a different institution			19.6%	6.0%
	Transferred to a different institution			9.2%	19.2%
	Not graduated, never transferred, no longer enrolled			37.5%	31.5%
?	First-time, Part-time Students				
	Degree from original institution			14.9%	11.6%
	Not graduated, still enrolled at original institution			0.0%	13.4%
	Degree from a different institution			13.8%	1.2%
	Transferred to a different institution			7.9%	14.7%
	Not graduated, never transferred, no longer enrolled			63.4%	59.1%
?	Non-first-time, Full-time Students				
	Degree from original institution			45.4%	28.7%
	Not graduated, still enrolled at original institution			5.0%	13.0%
	Degree from a different institution			25.2%	17.4%
	Transferred to a different institution			10.1%	17.4%
	Not graduated, never transferred, no longer enrolled			14.3%	23.5%
?	Non-first-time, Part-time Students				
	Degree from original institution			29.5%	23.4%
	Not graduated, still enrolled at original institution			0.0%	12.4%
	Degree from a different institution			18.5%	17.0%
	Transferred to a different institution			10.6%	12.8%
	Not graduated, never transferred, no longer enrolled			41.4%	34.4%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

		<i>Class of 2017</i>	<i>Class of 2018</i>	<i>Class of 2019</i>	<i>Class of 2020</i>	<i>Class of 2021</i>
1	Graduates transferred to 4-year within 1yr of graduation	23.4%	22.7%	21.4%	10.9%	22.9%

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
2	DHE Performance Metric Reporting - Completing College Math within 2-years - Full-time (Dev at entry)	38%	28%	36%	33%	44%
2	DHE Performance Metric Reporting - Completing College English within 2-years - Full-time (Dev at entry)	60%	58%	56%	59%	69%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
2	DHE Performance Metric Reporting - Completing College Math within 2-years - Part-time (Dev at entry)	29%	29%	31%	29%	40%
2	DHE Performance Metric Reporting - Completing College English within 2-years - Part-time (Dev at entry)	44%	34%	49%	36%	58%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3	VFA - Early Key Performance Indicator - College Level Math Completion within 1-yr -- First-time in College Cohort	21.6%	30.6%	24.9%	31.7%	28.5%
3	VFA - Early Key Performance Indicator - College Level English Completion within 1-yr - First-time in College cohort	53.9%	56.0%	52.9%	57.5%	44.6%
3	VFA - Early Key Performance Indicator - College Level English & Math Completion within 1-yr -- First-time in College Cohort	17.8%	26.8%	20.4%	26.0%	22.1%
Definition and Methodology Explanations						
1	Proportion of graduates from previous fiscal year who transferred to a 4-year institution within 1 year of graduation.					
2	DHE Performance Metrics - Percent of first-time, degree-seeking students enrolling in the developmental subject who complete a college-level math or English course within two years.					
3	VFA Early KPI - Percent of first-time in college students who complete a college level math or English course within the first academic year. Percent of students who complete both subjects in first year.					

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Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
BLACK/AFRICAN AMERICAN -- VFA - Early Key Performance Indicator - College Level Math Completion within 1-yr	15.2% (n=46)	22.2% (n=36)	40.0% (n=35)	24.3% (n=37)	27.6% (n=29)
BLACK/AFRICAN AMERICAN -- VFA - Early Key Performance Indicator - College Level English Completion within 1-yr	63.0% (n=46)	52.8% (n=36)	17.1% (n=35)	40.5% (n=37)	34.5% (n=29)
BLACK/AFRICAN AMERICAN -- VFA - Early Key Performance Indicator - College Level English & Math Completion within 1-yr	15.2% (n=46)	19.4% (n=36)	11.4% (n=35)	16.2% (n=37)	21.5% (n=29)
HISPANIC -- VFA - Early Key Performance Indicator - College Level Math Completion within 1-yr	17.4% (n=115)	24.4% (n=119)	60.2% (n=93)	28.9% (n=114)	21.5% (n=107)
HISPANIC -- VFA - Early Key Performance Indicator - College Level English Completion within 1-yr	50.4% (n=115)	48.7% (n=119)	22.6% (n=93)	52.6% (n=114)	36.4% (n=107)
HISPANIC --VFA - Early Key Performance Indicator - College Level English & Math Completion within 1-yr	13.9% (n=115)	19.3% (n=119)	20.4% (n=93)	23.7% (n=114)	15.9% (n=107)
LOW-INCOME -- VFA - Early Key Performance Indicator - College Level Math Completion within 1-yr	17.8% (n=411)	30.5% (n=344)	24.9% (n=285)	29.4% (n=344)	29.6% (n=233)
LOW-INCOME -- VFA - Early Key Performance Indicator - College Level English Completion within 1-yr	49.4% (n=411)	54.4% (n=344)	52.6% (n=285)	52.9% (n=344)	43.8% (n=233)
LOW-INCOME --VFA - Early Key Performance Indicator - College Level English & Math Completion within 1-yr	14.6% (n=411)	27.0% (n=344)	20.7% (n=285)	23.3% (n=344)	22.7% (n=233)

Definition and Methodology Explanations

VFA Early KPI - Percent of first-time in college students who complete a college level math or English course within the first academic year. Percent of students who complete both subjects in first year. The n is the cohort size in the year.

Standard 8.2: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Measures of Student Achievement and Success/Institutional Performance and Goals					
Voluntary Framework of Accountability Two-Year Progress Measures - OVERALL					
Category of Student/Outcome Measure		Progress by the end of Year Two by Cohort Type			
?		2019	2020	2021	2022
?	Main Cohort (All students)	Fall 2015	fall 2016	fall 2017	fall 2018
	Completed	7.2%	12.0%	12.0%	11.3%
	Transferred	13.1%	9.8%	10.5%	11.9%
	Still Enrolled	44.3%	40.7%	42.6%	42.2%
	1st Term Credit Success Rate	71.6%	69.3%	71.3%	71.2%
	Two Year Credit Success Rate	73.5%	72.9%	75.5%	74.2%
	Reached Credit Threshold	39.5%	40.9%	43.5%	40.6%
?	Credential Seeking Cohort				
	Completed	10.9%	17.9%	17.9%	16.6%
	Transferred	12.0%	9.3%	8.1%	9.3%
	Still Enrolled	62.9%	56.3%	58.7%	57.7%
	1st Term Credit Success Rate	85.2%	82.2%	84.4%	83.1%
	Two Year Credit Success Rate	79.9%	79.3%	81.3%	80.0%
	Reached Credit Threshold	57.8%	58.3%	60.8%	57.4%
?	First-time in College Cohort				
	Completed	4.2%	9.6%	12.0%	7.3%
	Transferred	12.5%	8.7%	5.1%	7.9%
	Still Enrolled	48.8%	45.1%	45.9%	46.4%
	1st Term Credit Success Rate	69.4%	66.8%	67.8%	67.1%
	Two Year Credit Success Rate	70.7%	70.1%	72.6%	69.8%
	Reached Credit Threshold	35.6%	36.7%	38.4%	32.2%
Definition and Methodology Explanations					
1	1st term credit success rate - the percentage of credits which were completed with at least a C- grade. Percent of semester credit hours (not students) attempted at the college in the first (fall) term by the cohort that were successfully completed.				
2	Two Year Credit Success Rate - Percent of semester credit hours (not students) attempted at the college during the first two academic years by the cohort that were successfully completed.				
3	Reached Credit Threshold - The Credit Threshold is defined as 24 semester credit hours for part-time students and 42 semester credit hours for full-time students. Percent of students who reached those thresholds.				

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Measures of Student Achievement and Success/Institutional Performance and Goals					
Black/African American		Voluntary Framework of Accountability Two-Year Progress Measures			
Category of Student/Outcome Measure		Progress by the end of Year Two by Cohort Type			
?		2019	2020	2021	2022
?	Main Cohort (All students)	Fall 2015	fall 2016	fall 2017	fall 2018
	Completed	5.8%	12.0%	8.8%	13.5%
	Transferred	27.9%	13.0%	18.7%	16.3%
	Still Enrolled	43.0%	43.5%	49.5%	37.5%
	1st Term Credit Success Rate	73.1%	79.4%	70.6%	81.2%
	Two Year Credit Success Rate	73.1%	77.8%	76.1%	80.3%
	Reached Credit Threshold	33.7%	53.3%	45.1%	44.2%
?	Credential Seeking Cohort				
	Completed	8.3%	16.2%	12.7%	19.4%
	Transferred	21.7%	16.2%	11.1%	8.3%
	Still Enrolled	60.0%	55.9%	63.5%	52.8%
	1st Term Credit Success Rate	83.0%	90.2%	74.4%	88.5%
	Two Year Credit Success Rate	77.8%	82.7%	79.3%	84.2%
	Reached Credit Threshold	45.0%	64.7%	58.7%	59.7%
?	First-time in College Cohort				
	Completed	0.0%	4.8%	8.3%	2.4%
	Transferred	37.5%	21.4%	2.8%	2.4%
	Still Enrolled	42.5%	52.4%	63.9%	58.5%
	1st Term Credit Success Rate	68.3%	85.0%	57.3%	69.5%
	Two Year Credit Success Rate	63.5%	78.3%	66.8%	71.6%
	Reached Credit Threshold	25.0%	45.2%	33.3%	31.7%

Definition and Methodology Explanations

1	1st term credit success rate - the percentage of credits which were completed with at least a C- grade. Percent of semester credit hours (not students) attempted at the college in the first (fall) term by the cohort that were successfully completed.
2	Two Year Credit Success Rate - Percent of semester credit hours (not students) attempted at the college during the first two academic years by the cohort that were successfully completed.
3	Reached Credit Threshold - The Credit Threshold is defined as 24 semester credit hours for part-time students and 42 semester credit hours for full-time students. Percent of students who reached those thresholds.

Standard 8: Educational Effectiveness
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Measures of Student Achievement and Success/Institutional Performance and Goals					
Hispanic/Latinx		Voluntary Framework of Accountability Two-Year Progress Measures			
Category of Student/Outcome Measure		Progress by the end of Year Two by Cohort Type			
?		2019	2020	2021	2022
?	Main Cohort (All students)	Fall 2015	fall 2016	fall 2017	fall 2018
	Completed	5.0%	14.7%	15.4%	10.8%
	Transferred	11.2%	4.0%	7.1%	8.2%
	Still Enrolled	40.2%	42.9%	40.8%	48.7%
	1st Term Credit Success Rate	65.6%	68.6%	71.5%	68.1%
	Two Year Credit Success Rate	67.0%	71.1%	73.0%	72.7%
	Reached Credit Threshold	29.6%	40.1%	37.9%	38.0%
?	Credential Seeking Cohort				
	Completed	8.1%	21.3%	23.0%	14.9%
	Transferred	10.8%	2.5%	4.4%	6.1%
	Still Enrolled	59.5%	58.2%	57.5%	65.8%
	1st Term Credit Success Rate	81.2%	79.2%	84.8%	80.3%
	Two Year Credit Success Rate	74.5%	77.2%	79.1%	77.9%
	Reached Credit Threshold	45.0%	57.4%	53.1%	49.1%
?	First-time in College Cohort				
	Completed	2.3%	10.6%	14.3%	8.6%
	Transferred	12.0%	3.5%	2.5%	5.7%
	Still Enrolled	42.9%	45.1%	41.2%	52.4%
	1st Term Credit Success Rate	64.4%	65.6%	69.6%	68.1%
	Two Year Credit Success Rate	64.1%	66.4%	72.2%	70.2%
	Reached Credit Threshold	24.8%	31.9%	31.9%	29.5%
Definition and Methodology Explanations					
1	1st term credit success rate - the percentage of credits which were completed with at least a C- grade. Percent of semester credit hours (not students) attempted at the college in the first (fall) term by the cohort that were successfully completed.				
2	Two Year Credit Success Rate - Percent of semester credit hours (not students) attempted at the college during the first two academic years by the cohort that were successfully completed.				
3	Reached Credit Threshold - The Credit Threshold is defined as 24 semester credit hours for part-time students and 42 semester credit hours for full-time students. Percent of students who reached those thresholds.				

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Measures of Student Achievement and Success/Institutional Performance and Goals						
Pell Recipients		Voluntary Framework of Accountability Two-Year Progress Measures				
Category of Student/Outcome Measure		Progress by the end of Year Two by Cohort Type				
?		2019	2020	2021	2022	
?	Main Cohort (All students)	Fall 2015	fall 2016	fall 2017	fall 2018	
	Completed	5.5%	10.9%	12.7%	8.3%	
	Transferred	10.4%	7.8%	7.6%	7.3%	
	Still Enrolled	47.0%	43.9%	44.3%	47.4%	
	1st Term Credit Success Rate	66.2%	68.1%	67.1%	67.0%	
	Two Year Credit Success Rate	68.6%	71.0%	72.4%	70.6%	
	Reached Credit Threshold	36.0%	39.6%	41.5%	39.3%	
?	Credential Seeking Cohort					
	Completed	8.1%	16.2%	18.1%	11.8%	
	Transferred	10.7%	8.6%	7.2%	6.7%	
	Still Enrolled	65.4%	58.6%	58.1%	64.8%	
	1st Term Credit Success Rate	81.4%	82.3%	82.0%	81.2%	
	Two Year Credit Success Rate	75.5%	78.2%	78.7%	77.1%	
	Reached Credit Threshold	51.9%	56.6%	57.2%	54.2%	
?	First-time in College Cohort					
	Completed	3.7%	7.6%	12.2%	5.7%	
	Transferred	10.0%	6.6%	4.9%	6.0%	
	Still Enrolled	46.4%	46.7%	45.1%	47.9%	
	1st Term Credit Success Rate	65.6%	65.6%	65.0%	65.3%	
	Two Year Credit Success Rate	66.7%	68.1%	71.0%	67.7%	
	Reached Credit Threshold	30.3%	33.3%	36.6%	29.6%	
Definition and Methodology Explanations						
1	1st term credit success rate - the percentage of credits which were completed with at least a C- grade. Percent of semester credit hours (not students) attempted at the college in the first (fall) term by the cohort that were successfully completed.					
2	Two Year Credit Success Rate - Percent of semester credit hours (not students) attempted at the college during the first two academic years by the cohort that were successfully completed.					
3	Reached Credit Threshold - The Credit Threshold is defined as 24 semester credit hours for part-time students and 42 semester credit hours for full-time students. Percent of students who reached those thresholds.					

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Measures of Student Achievement and Success/Institutional Performance and Goals					
	BLACK/AFRICAN AMERICAN	Voluntary Framework of Accountability Six-Year Outcome Measures			
	Category of Student/Outcome Measure	Outcomes by the end of Six Years by Cohort Type			
?		18-19	19-20	20-21	21-22
?	Main Cohort (All students)	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Associate (Transfer)	14.6%	8.8%	5.4%	10.0%
	Associate (No Transfer)	8.9%	8.8%	7.6%	7.8%
	Certificate (Transfer)	0.0%	1.0%	1.1%	3.3%
	Certificate (No Transfer)	4.1%	4.9%	3.3%	1.1%
	No Award (Transfer)	24.4%	23.5%	37.0%	34.4%
	Still Enrolled	2.4%	7.8%	9.8%	4.4%
	Left with > or = 30 credits	13.0%	10.8%	16.3%	12.2%
	Left with < 30 credits	32.5%	34.3%	19.6%	26.7%
	Total Success Outcome	67.5%	65.7%	80.4%	73.3%
?	Credential Seeking Cohort				
	Associate (Transfer)	22.2%	15.3%	7.6%	15.3%
	Associate (No Transfer)	13.6%	13.6%	9.1%	8.5%
	Certificate (Transfer)	0.0%	1.7%	0.0%	5.1%
	Certificate (No Transfer)	4.9%	6.8%	4.5%	1.7%
	No Award (Transfer)	23.5%	23.7%	36.4%	39.0%
	Still Enrolled	3.7%	8.5%	7.6%	5.1%
	Left with > or = 30 credits	16.0%	15.3%	19.7%	15.3%
	Left with < 30 credits	16.0%	15.3%	15.2%	10.2%
	Total Success Outcome	84.0%	84.7%	84.8%	89.8%
?	First-time in College Cohort				
	Associate (Transfer)	12.1%	5.4%	5.0%	2.3%
	Associate (No Transfer)	6.1%	3.6%	12.5%	2.3%
	Certificate (Transfer)	0.0%	1.8%	0.0%	0.0%
	Certificate (No Transfer)	4.5%	5.4%	5.0%	0.0%
	No Award (Transfer)	19.7%	17.9%	32.5%	44.2%
	Still Enrolled	3.0%	7.1%	10.0%	7.0%
	Left with > or = 30 credits	15.2%	12.5%	10.0%	18.6%
	Left with < 30 credits	39.4%	46.4%	25.0%	25.6%
	Total Success Outcome	60.6%	53.6%	75.0%	74.4%
Definition and Methodology Explanations					
1					
2					
3					

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Measures of Student Achievement and Success/Institutional Performance and Goals					
Hispanic/Latinx		Voluntary Framework of Accountability Six-Year Outcome Measures			
Category of Student/Outcome Measure		Outcomes by the end of Six Years by Cohort Type			
?		18-19	19-20	20-21	21-22
?	Main Cohort (All students)	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Associate (Transfer)	8.6%	8.2%	7.6%	10.6%
	Associate (No Transfer)	4.0%	7.2%	8.7%	9.1%
	Certificate (Transfer)	0.0%	1.0%	1.2%	1.0%
	Certificate (No Transfer)	4.0%	2.6%	5.2%	4.5%
	No Award (Transfer)	19.4%	23.2%	18.0%	19.7%
	Still Enrolled	8.0%	6.7%	4.7%	3.0%
	Left with > or = 30 credits	11.4%	5.2%	5.8%	11.6%
	Left with < 30 credits	44.6%	45.9%	48.8%	40.4%
	Total Success Outcome	55.4%	54.1%	51.2%	59.6%
?	Credential Seeking Cohort				
	Associate (Transfer)	13.5%	13.4%	11.3%	15.8%
	Associate (No Transfer)	6.3%	11.8%	13.0%	12.8%
	Certificate (Transfer)	0.0%	1.7%	1.7%	1.5%
	Certificate (No Transfer)	6.3%	3.4%	7.8%	6.8%
	No Award (Transfer)	14.4%	21.8%	18.3%	15.0%
	Still Enrolled	10.8%	5.0%	4.3%	3.8%
	Left with > or = 30 credits	18.0%	8.4%	7.8%	17.3%
	Left with < 30 credits	30.6%	34.5%	35.7%	27.1%
	Total Success Outcome	69.4%	65.5%	64.3%	72.9%
?	First-time in College Cohort				
	Associate (Transfer)	5.0%	6.7%	8.3%	9.6%
	Associate (No Transfer)	2.2%	9.0%	8.3%	5.9%
	Certificate (Transfer)	0.0%	0.7%	1.7%	0.7%
	Certificate (No Transfer)	3.6%	3.0%	4.1%	1.5%
	No Award (Transfer)	16.5%	18.7%	15.7%	19.3%
	Still Enrolled	9.4%	7.5%	6.6%	3.0%
	Left with > or = 30 credits	13.7%	4.5%	5.0%	12.6%
	Left with < 30 credits	49.6%	50.0%	50.4%	47.4%
	Total Success Outcome	50.4%	50.0%	49.6%	52.6%
Definition and Methodology Explanations					
1					

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Measures of Student Achievement and Success/Institutional Performance and Goals					
Pell Recipients		Voluntary Framework of Accountability Six-Year Outcome Measures			
Category of Student/Outcome Measure		Outcomes by the end of Six Years by Cohort Type			
?		18-19	19-20	20-21	21-22
?	Main Cohort (All students)	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Associate (Transfer)	9.7%	8.9%	10.4%	11.5%
	Associate (No Transfer)	10.9%	12.8%	11.4%	11.4%
	Certificate (Transfer)	0.2%	1.4%	0.7%	0.3%
	Certificate (No Transfer)	5.0%	4.7%	3.6%	5.7%
	No Award (Transfer)	18.5%	15.2%	17.2%	19.2%
	Still Enrolled	6.1%	4.5%	6.8%	4.2%
	Left with > or = 30 credits	10.2%	9.8%	12.0%	12.0%
	Left with < 30 credits	39.5%	42.7%	37.9%	35.7%
	Total Success Outcome	60.5%	57.3%	62.1%	64.3%
?	Credential Seeking Cohort				
	Associate (Transfer)	14.3%	12.9%	14.6%	15.9%
	Associate (No Transfer)	15.7%	18.4%	15.7%	15.5%
	Certificate (Transfer)	0.2%	2.0%	1.1%	0.4%
	Certificate (No Transfer)	7.2%	5.7%	5.1%	7.8%
	No Award (Transfer)	16.6%	14.1%	17.4%	18.4%
	Still Enrolled	6.9%	3.9%	6.6%	4.5%
	Left with > or = 30 credits	13.0%	13.7%	16.3%	16.1%
	Left with < 30 credits	26.2%	29.1%	23.1%	21.3%
	Total Success Outcome	73.8%	70.9%	76.9%	78.7%
?	First-time in College Cohort				
	Associate (Transfer)	8.5%	9.1%	9.7%	9.9%
	Associate (No Transfer)	10.3%	12.0%	11.0%	11.5%
	Certificate (Transfer)	0.0%	0.7%	1.0%	0.0%
	Certificate (No Transfer)	5.3%	4.6%	3.3%	4.6%
	No Award (Transfer)	16.4%	12.8%	15.1%	18.6%
	Still Enrolled	6.6%	4.4%	6.6%	4.4%
	Left with > or = 30 credits	9.4%	9.8%	11.2%	11.5%
	Left with < 30 credits	43.6%	46.5%	42.1%	39.7%
	Total Success Outcome	56.4%	53.5%	57.9%	60.3%
Definition and Methodology Explanations					
1					

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

			3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
			(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)	
?	State Licensure Examination Passage Rates									
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
	ADEX for Dental Hygiene Examination		12	12	12	12	9	9	14	13
?	National Licensure Passage Rates									
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
	NCLEX -RN		102	87	126	110	102	84	88	73
	NCLEX-LPN		39	37	40	39	32	27	27	22
	National Physical Therapy Exam (PTA)		13	11	15	14	15	14	16	14
	ASCP Board of Registry Exam (MLT)		4	4	6	6	9	9	3	2
	Dental Hygiene NBDHE		12	12	12	11	8	8	13	9
	Dental Assisting - DANB		2	2	1	1	2	2	8	6
	Paramedic - NREMT - Practical Exam		n/a	n/a	n/a	n/a	9	9	14	13
	Paramedic - NREMT - Written Exam		n/a	n/a	n/a	n/a	8	7	14	12
	Veterinary Technology - VTNE		n/a	n/a	n/a	n/a	5	4	12	5
			3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
?	Job Placement Rates		(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)	
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Registered Nurse		101	48	101	27	114	33	116	38
2	License Practical Nurse		47	10	39	25	38	7	38	11
3	Physical Therapist Assistant		16	8	16	6	15	9	-	-
4	Dental Hygiene		14	8	12	5	12	7	-	-
5	Paramedic Technology		n/a	n/a	n/a	n/a	n/a	n/a	9	9
6	Veterinary Technology		n/a	n/a	n/a	n/a	n/a	n/a	13	3

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Gainful Employment regulation ended effective 7/1/2019.

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY2022)	Next Year Forward (goal) (FY2023)
		2016	2017	2018	2019	2020
?	Completion Rates - First-time full-time					
1	Total 1-yr Certificate	16.7% (n=24)	18.2% (n=11)	8.3% (n=12)	25% (n=20)	50.0% (n=10)
2	AHC Allied Health Certificate	0.0%	-	0.0%	0.0%	-
3	BUC Business Administration Certificate	0.0%	0.0%	0.0%	0.0%	-
4	CAA Accounting/Bookkeeping Certificate	0.0%	25.0%	0.0%	0.0%	33%
5	CJLC Law Enforcement Certificate	0.0%	-	0.0%	-	-
6	CSC Cyber Security Certificate	-	-	-	-	-
7	GIDC Graphic & Interactive Design Certificate	100.0%	-	-	33%	-
8	HRM Hospitality Certificate	0.0%	-	-	-	-
9	HSC Human Services Technician Certificate	100.0%	-	-	0.0%	-
10	ITC IT Support Specialist Certificate	-	-	-	100%	67%
11	LAWC Paralegal Certificate	25.0%	0.0%	-	33%	-
12	MASC Medical Assisting Certificate	16.7%	-	-	33%	0%
13	MCC Medical Coding Certificate	-	-	-	-	-
14	OAC/AAC Office Assistant Certificate	0.0%	-	-	-	-
15	PHO Photography Certificate	-	-	50.0%	-	100%
16	PMTIC Manufacturing Technology - Mechatronics Certificate	-	-	0.0%	-	-
17	PRC Public Relations Certificate	-	-	0.0%	-	-
18	PTC Personal Training Certificate	-	50.0%	-	-	100%
19	SACC Substance Abuse Counseling Certificate	-	0.0%	-	33%	-
20	ATC Automotive Technology Certificate	50%	0%	100%	-	-
21	CHC Complementary Health Care Certificate	100%	0%	-	-	-
22	DAC Dental Assisting Certificate	n/a	n/a	n/a	n/a	n/a
23	PAC Paramedic Technology Certificate	n/a	n/a	50%	-	-
24	PN Practical Nursing Certificate	n/a	n/a	n/a	n/a	n/a
25	ECE Early Childhood Certificate	n/a	n/a	n/a	n/a	100%
?	Placement Rates					
1						
	Please enter any explanatory notes in the box below					
	MWCC will not be reporting Gainful Employment data year per the early rescission guidelines. Completion rates are for full-time entering first-time students. In FY2020 there were no completions in PTA or Dental Hygiene did					

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
Distance Education (Add definitions/methodology in #4 below)						
1	Course completion rates (Fire Science)	90.2%	84.8%	95.2%	92.9%	94.0%
1	Course completion rates (Health Info. Mgmt)	97.4%	93.6%	n/a	n/a	n/a
2	Retention rates (Fire Science)	55.8% (n=11)	30.2% (n=16)	50.8% (n=8)	62.5% (n=8)	53% (n=13)
2	Retention rates (Health Info. Mgmt)	100% (n=2)	22.6% (n=5)	n/a	n/a	n/a
3	Fire Science Graduation rates within 4 years - First-time & New Transfer-in FULL-time	0.0%	0.0%	10.9%	14.9%	12.5% (n=16)
3	HIM Graduation rates within 4 years - First-time & New Transfer-in FULL-time	n/a	n/a	0.0%	0.0%	n/a
3	Fire Science Graduation rates within 4 years - First-time & New Transfer-in PART-time	0.0%	0.0%	0.0%	76% (n=4)	9% (n=11)
3	HIM Graduation rates within 4 years - First-time & New Transfer-in PART-time	n/a	0.0%	100.0%	0.0%	n/a
Other measures, specify:						
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)						
5	Course completion rates (Leominster)	89.5%	86.1%	83.0%	81.1%	83.5%
	Course completion rates (Auto Tech Center)	n/a	n/a	92%	95.1%	95.0%
	Course completion rates (Devens)	89.6%	88.7%	100.0%	n/a	n/a
	Course completion rates (Fitchburg Dental)	94.2%	78.4%	96.6%	97.7%	98.0%
	Course completion rates (Gardner)	84.6%	82.0%	78.1%	86.9%	83.0%
	Course completion rates (Dept. of Corrections)	98.2%	38.8%	83.6%	93.0%	90.0%
	Course completion rates (Off-site)	96.7%	88.7%	88.9%	88.5%	88.5%
6	Course completion rates (Web as site)	78.3%	79.8%	80.1%	77.9%	83.0%
3	Retention rates	n/a	n/a	n/a	n/a	n/a
3	Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:						
Definition and Methodology Explanations						
1	Distance Education is exclusively for the 100% online programs; Fire Science and Health Information Management. HIM started in AY15. HIM was discontinued in AY2019-2020 and therefore HIM is not included after FY2020.					
2	Distance education retention rates are for <u>full-time new first-time and new transfer students</u> in the fall of the year.					
3	Distance education graduation rates within 4 years of entry for first-time and new transfer students enrolled in the fall term of the year.					
4	Students who complete courses at any of the instructional locations or branch campuses are not distinct populations and, as such, retention and graduation rates cannot be calculated. Devens offered 1 credit course in FY2021. The AutoTech location opened in FY2021.					
5	AY2020 has the impact of the COVID-19 pandemic on spring course completions which had higher rates of withdrawal from courses. Courses with clinical hours, such as Nursing and Dental programs, as well as courses taught in person at correctional institutions were impacted by restrictions at the service sites during spring and summer 2020 terms.					
6	This figure is for all courses which were not taught in person. The courses could be remote and either synchronous or asynchronous. It includes all courses which used "web" as the site and it not the same as the distance education program (Fire Science)					

Standard 9: Integrity, Transparency, & Public Disclosure

Description

Integrity

MWCC assures that all members of its community are clearly and accurately informed about their roles, rights and regulations in terms of acting with responsibility, ethics, and integrity. This commitment to integrity is boldly articulated in the College's Core & Shared Values statement in the Strategic Plan (EI #017) and amplified throughout the institution (e.g., [MWCC Students Services](#) states: "...we value a student-centered community where integrity guides our sense of honesty, fairness and compassion"). Expectations for acting with integrity extend to students as well. The [MWCC Academic Honesty Policy](#) aligns with a commitment to academic integrity among students (and by extension, faculty/staff) in order to "...strive to promote honesty in scholarship and research." Moreover, [the MWCC Student Code of Conduct](#) provides a clear example of the integrity that is expected of all MWCC students: "The Code of Conduct process is intended to be an educational process that supports the mission of the College. The Code is intended to encourage personal responsibility, integrity and ethical decision-making." Likewise, state employee-mandated annual ethics training (e.g., Title IX, Conflict of Interest) as well as policy workshops led by HR, new faculty/staff orientation, new student orientation, along with training for the Board of Trustees, all provide assurance of policy awareness in the MWCC community. Policies and expectations are published on the website and will be incorporated into an online learning repository in the Center for Teaching and Learning. Due process policies for students and staff are followed in accordance with the Student Code of Conduct, union contracts ([MCCC](#); [AFSCME](#)), and [MWCC policies](#).

The institution is committed to the free pursuit and dissemination of knowledge for all learners and educators. It assures faculty and students the freedom to teach and study, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research. In order to guarantee this, the College ensures that both faculty and students are all equipped to "relate to all persons and groups in the increasingly global and diverse world in which we all live and work" as articulated in the [College Catalog](#). Likewise, in providing an environment where equity and diversity are truly valued and where all data are examined, the College adheres to the principles of freedom to study, freedom to learn, and freedom to teach. These values and expectations are communicated broadly on the College's website, in the student handbook, in [MWCC policies](#) (e.g., Non-Discrimination Policy, published values statements (e.g., [Statement of Appreciation for Diversity and Civility](#)), and in MCCC and AFSCME contract language.

The College's [Affirmative Action policy](#) articulates a commitment to "providing a learning, working and living environment for students, employees and other members of the College Community, which values the diverse backgrounds of all people." The President's [multicultural awareness and diversity statement](#) expresses a commitment to assuring that the "college experience" is one that challenges, empowers, supports, and prepares its students to live in, work in, and value an increasingly global and diverse world. MWCC believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the college community enriches the institution and its various constituencies. MWCC provides equal access to educational, co-curricular and employment opportunities for all applicants, students and employees in compliance with all applicable laws, regulations and policies (e.g., [Hiring and Recruitment Policy](#)). All benefits, privileges and opportunities offered by the College are available to all students, employees and other people having dealings with the institutions on a nondiscriminatory basis (e.g. [Non-Discrimination Policy](#)).

The College has established related policies, including ones that specify the application of equal opportunity and affirmative action to all segments of the College, full- and part-time employment, day and

continuing education, and to the curriculum and co-curricular learning opportunities offered by the College. Policies specify that equal opportunity and affirmative action are applied to the recruitment process for employment and/or access to education, and that all students will have access to the College, its programs of study, activities, and other resources intended to serve them. In accordance with state and federal laws, equal employment opportunity and affirmative action are realized in all personnel employment, including recruitment, application for employment, hiring, benefits, compensation, training, promotion, and termination. All policies and procedures related to academics can be found in the College catalog, including the [Code of Conduct](#), [grading policies](#), [Satisfactory Academic Progress \(SAP\)](#), [plagiarism](#), and [Affirmative Action, Equal Opportunity, and Diversity](#), and the [Affirmative Action Policy Against Sexual Harassment & Sexual Violence](#) policy.

The principles mentioned above are further reflected in the College's [values](#), in particular that of "Institutional Integrity." The College maintains and upholds regulations set by state and federal through Titles IV and IX, the [Family Educational Rights and Privacy Act \(FERPA\)](#), the [Americans with Disabilities Act \(ADA\)](#), [Affirmative Action and Equal Opportunity](#), and through New England Commission of Higher Education (NECHE). Another of MWCC's core values is "[Considerate Open Communication](#)," which calls for the community to "readily share information and ideas, encourage the exchange of ideas and opinions, listen without judgment, speak honestly and respectfully, and freely and productively engage in discussions." This is demonstrated most prominently through the [Board of Trustee meetings and publicly-posted minutes](#); open communication with the President in the All College Forum and review of his Annual Evaluation; and the posting of Academic Senate meeting minutes through the College's intranet (starting fall 2022). The College's [Policy on Student Expression](#) outlines the rights of students to engage in constitutionally protected expressive activities on campus, including speaking, non-verbal expression, distributing literature, displaying signage, and circulating petitions.

Part of the College's hiring process involves selecting employees to form a hiring committee with the intention of providing a representative cross-section of diversity at the College. If the position is part of the union, a union representative is also selected to participate. Additionally, a diversity advocate must be selected to be part of any hiring committee. Committee members are required to complete mandatory training through Human Resources in order to ensure an unbiased, fair, and consistent interview and selection process.

The [Office of Institutional Research and Assessment](#) (OIRA) is responsible for the collection, analysis, and interpretation of data and information regarding the institution and its students. Academic and administrative areas use OIRA deliverables in planning and decision-making. OIRA publishes statistics on persistence, retention and graduation rates; student demographics; and licensure passage and employment outcomes, all of which are available on the College's website. MWCC has an [Institutional Review Board \(IRB\)](#) to protect the rights and welfare of those individuals who agree to participate in research.

Managers are responsible for following the contractual guidelines established through the MCCC collective bargaining agreement (CBA), the Division of Continuing Education CBA, the AFSCME CBA and the [Non-Unit Professionals \(NUP\) Professionals Personnel Policies Handbook](#). Each document addresses the employment relationship for the respective employee population and provides managers with guidelines to address such topics as workload, academic freedom, honesty, and fairness, grievances, pay, reappointment, employee evaluation, and employee development. The College participates in the state's annual mandatory conflict of interest training for both faculty and staff, administered through HR, and College managers must disclose potential conflicts annually through the Commonwealth's state employee portal.

Activities and events held throughout the College are discussed and approved by managers to ensure they are in alignment with each department's strategic goals and the goals and values of the College. All sponsorships are reviewed and vetted through the Office of the President and/or the Marketing and

Communication Division to ensure that the activity aligns with the mission, vision, and strategic goals of the College and are supported budgetarily.

The policies, procedures and instructions for filing grievances by students are posted in the [college catalog](#) and are provided to students at New Student Orientation. Grievance procedures for faculty, through the relevant collective bargaining agreement as well as the policy on Affirmative Action, Equal Opportunity and Diversity are published on the [MWCC HR webpage](#). Those for NUP staff are found in the NUP Handbook (EI #014) and fall under the MWCC HR policies.

The College demonstrates honesty and integrity towards the public by supplying required accreditation information, adhering to and complying with the policies set by NECHE. MWCC adheres to the requirements related to institutional integrity found in all other NECHE Standards.

Transparency

MWCC strives to be transparent in its communications to both internal and external audiences via all of its communication channels. The College website was recently streamlined to increase its navigability and accessibility following the feedback provided by focus groups. In addition, the College uses data from users to assist in making strategic decisions on navigation changes and content edits. The Marketing/Communications office handles primary oversight of the College's website. Employees outside of Marketing/Communications are sometimes designated website content managers, and in these cases, they receive user training and a user guide.

Key policies are posted and updated on the MWCC website. The MWCC [Code of Student Conduct](#), which appears on our website and in the catalog, is managed at the state-wide level by the collective 15 community colleges and legal counsel. This evolves and changes as necessary and undergoes an annual revision process. The HR office shares information and posts policies, procedures, and relevant employee contracts on the [HR web page](#).

The College provides information via its [Public Disclosure and Consumer Information](#) webpage and its academic catalog on admissions, grading, complaints and the appeals process, credit and non-credit programs, faculty, student life, disciplinary policies and procedures, program excellence, and students' learning outcomes and achievements. The College highlights faculty accomplishments and areas of expertise in press releases posted on the college's website, in its publications, and in the general news media.

MWCC employs a robust admissions communication plan (EI# 241 & #273) to provide information to prospective students throughout the enrollment funnel (See Std 5 for details). This includes email campaigns, text messaging, and phone outreach, and a [student-friendly digital onboarding process](#) for accepted students called Mount 101 to complement New Student Orientation. This series of narrated videos are user-friendly and are available for students to refer to for information throughout their onboarding. Information is curated and personalized based on student stage, time of year, and interests. In addition to outreach campaigns, the Admissions staff also offers meetings to prospective students throughout the enrollment funnel, provides Admissions events like Open House and information sessions, attends community events and college fairs, and regularly connects with high school and service agency partners in our service delivery area. The website features a live chat link and Facebook plug-in for responsiveness to queries from students or prospective students.

The College abides by the [Open Meeting Law](#) and shares information with the greater community via its social media channels and via traditional press and media.

MWCC has developed a strong network throughout North Central Massachusetts which provides two-way information sharing: both what the College is doing with the greater community, and what the greater

community needs are so the College can respond in accordance with its mission. This intentional relationship building enhances partnership work, but also promotes transparency.

Public Disclosure

The [MWCC Catalog and Student Handbook](#) is accessible on the MWCC website. This sub-domain is linked from the Academics section of the MWCC site and is available for download. The Catalog and the MWCC website are the primary vehicles for the communication of College policies, procedures, [NECHE accreditation status](#), and academic requirements with students, perspective students, faculty, staff and the community. The catalog is updated annually, and [previous versions are available](#). The catalog contains [programs of study and course descriptions](#) which are cross-linked with the website and include program-specific accreditations and approvals. The catalog [Policies page](#) provides visitors with access to policies pertaining to the College's adherence to all state and federal laws including FERPA, FOIA, HEA, and Title IX. The [Public Disclosure/Consumer](#) information pages also house the institutional profile, graduation rate data, student outcomes, and graduate job placement performance metrics. In addition, the Public Disclosure pages are linked from the footer of every page on both the website and the Catalog. The college catalog includes the street address of each [campus](#), and the main website includes detailed pages for each of its [campuses](#), including information regarding programs and services offered at each. [Course delivery options](#) are described in the catalog, and the website lists programs that are [offered 100% online](#) and [previous versions are available](#). The catalog contains [programs of study and course descriptions](#) which are cross-linked with the website and include program-specific accreditations and approvals. The catalog [Policies page](#) provides visitors with access to policies pertaining to the College's adherence to all state and federal laws including FERPA, FOIA, HEA, and Title IX. The Public Disclosure/Consumer information pages also house the institutional profile, graduation rate data, student outcomes, and graduate job placement performance metrics. In addition, the Public Disclosure pages are linked from the footer of every page on both the website and the Catalog.

The [MWCC Institutional Profile](#) is available on the website and updated annually, provides descriptive statistics of the student population served, graduation rates, program enrollments and retention data. The catalog includes college directories with the current trustees, officers, foundation members, faculty and staff. Leadership, faculty and staff directories include title and department and, where applicable, degrees earned and granting institution.

Current and prospective students can find admissions requirements, policies, and procedures in the catalog with links to the main website where needed for date-specific information such as [open houses](#). Students who are transferring credit into MWCC can find the information about the transfer of credits in the [How To Apply](#) catalog section with information on the credit transfer policy in the [Transfer of Credit into MWCC](#) page. The catalog has a page devoted to [alternative ways to earn college credits](#) including CLEP, DANTES, DSTS, Military training, Prior Learning Assessment processes, and [articulation agreements with high schools](#). Information for students transferring out of MWCC is found in the Transfer Advising pages which include [articulation agreements to other colleges](#).

All [fees](#), [costs of attendance and refund policies](#) are fully disclosed in the catalog along with rules and [regulations](#) for [student conduct](#), [appeals and complaints](#). Policies for [attendance](#) and [withdrawal](#) are included in the Academic section of the catalog, and there are also links to this information in the public disclosure section of the website.

[Institutional Student Learning Outcomes](#) (ISLOs) are published in the catalog, and [Program Student Learning Outcomes](#) (PSLOs) are published for every program of study in the catalog. [Public Disclosure/Consumer Information](#) is published on the website in accordance with the Higher Education Opportunity Act (2008). Retention, licensure pass rates, and student success rates (including graduation, transfer and still enrolled with 30-credit threshold) are published annually in the Institutional Profile. Graduation rates by race/ethnicity are also available on the public disclosure webpage.

The cost of education is published in [the catalog](#) as well as [the website](#). The availability of financial aid is also published in the catalog as well as [the website](#). The public disclosure page contains a link to the [U.S. Department of Education's College Scorecard](#), where students and prospective students can find the average debt of MWCC graduates, the default and loan repayment rate for the institution and each program of study. The [Net-Price Calculator](#) is published on the college website.

Appraisal

Integrity

MWCC's mission, vision and values set the standard for the institution as it relates specifically to integrity: for supporting and advancing one another, the organization, and the individuals the College pledges to serve; comporting oneself professionally; fulfilling commitments; demonstrating good judgment; and assessing the College's overall effectiveness. These are modeled by the Board of Trustees, the Leadership Team, the Academic Senate, the All College Forum, the conferral of student degrees and certificates, and by the Diversity, Equity and Inclusion team. In the spirit of continuous improvement, however, several areas of improvement are identifiable.

The current policy on academic honesty allows faculty to make case-by-case decisions which can lead to inconsistencies. In responding to integrity concerns, MWCC could address these issues with monitoring (proctoring) for both online and in-person learning and a commitment to robust professional development for faculty in the application of academic honesty policy.

MWCC provides limited mandated or annual training about FERPA, but HR is vetting a training module from a third-party vendor for implementation later in 2022.

The institution is deeply committed to the free pursuit and dissemination of knowledge and academic freedom, as made clear in the college catalog, website, and Professional Development Day. The MWCC community can reinforce its commitment with intentional dialogue and professional development on this topic, as complexities around academic freedom arise in issues such as OER and implementation of instructional design best practices.

While professional development is encouraged, elaboration and institutionalization of a comprehensive professional development curriculum administered through the Center for Teaching and Learning (EI #206), is in order. For instance, managers are looking for regular training (and a resource repository) on topics that relate to supervision, employment policies, performance review, and procurement. Faculty would benefit from more robust professional development in topics such as academic policies and procedures. Further development of training for these topics would encourage integrity and ethical behavior more generally.

In order to adhere to the non-discriminatory policies, the College's DEI committee is devoted to planning, promoting and/or creating educational, social, or recreational programs and opportunities to increase the understanding of and appreciation for the value of diversity in our College and community. The Chief Diversity Officer (hired April 2022) will provide expertise, vision, leadership, and oversight for the College's policies, expectations, programs, compliance and initiatives.

Transparency

The College recently refreshed the website to make it more easily navigable and accessible. Concerns were raised at the Academic Senate, however, that the [Acceptable Use and the Social Media Policies](#) needed revisions for clarity. Such revisions are being processed through the governance process with the Academic Senate and will be updated when approved (expected fall 2022).

While the College highlights its faculty and graduate accomplishments and areas of expertise in press releases and website posts, this information could be more consistently solicited and curated. These examples of achievement could be used to aid the recruitment of new students, and to enhance departmental webpages.

The Admissions Office conducts a quarterly review of outreach communications and uses the results for informing improvement. For example, a link to the college catalog is now provided much earlier in a student's communications with the College (i.e., with prospective students) since it was determined during a quarterly review that students would be better served with earlier exposure to MWCC policies and procedures. Now, a direct link to the catalog is provided, for instance, in standard email campaigns and in the auto response to submitted applications.

All the College's policies, procedures, and various bargaining unit contracts are accessible on the HR webpage. However, the organization of the resources (for instance, which contract pertains to specific employment categories) can be confusing at times, particularly for new employees. Solid understanding of contracts should be ensured during new staff onboarding.

In a similar vein, the Business Office's policies and procedures are not well represented on the iConnect portal. Although most required forms are available for download, business and fiscal practices and procedures are not made clear through a systematic onboarding process or available in an easily navigable repository for managers who have fiscal responsibility. The new VPF&A is in the process of developing this training and is converting all PDF-based forms into an online system that enables digital routing of signoffs, a great step ahead in terms of tracking and accountability.

The College abides by the [Open Meeting Law](#) by making information, meeting dates and meeting minutes available for the Board of Trustees and by sharing information with the greater community via social- and traditional media channels. There is an opportunity to share information from the College's Leadership Team meetings more broadly through department meetings, working groups, and committees. The Academic Senate meetings to date have not been open to the entire college community and minutes are not yet being posted on iConnect or the website; however, steps are being taken to move to address this by the Academic Senate, by holding one, designated open meeting per semester and by a commitment to post meeting minutes in fall 2022.

Public Disclosure

MWCC ensures that its mission, vision, and status as an accredited public institution is available in digital or downloadable form in its [College Catalog and Student Handbook](#). Additionally, the main website shares a significant amount of the same content and the two are heavily interconnected. The institution's vision and strategic goals are described in the [About MWCC](#) sections of both publications. Detailed information concerning [NECHE accreditation status](#) as well as programmatic specific accreditations are on the [public website](#). Expected educational outcomes are easily accessible in the catalog where the College outlines the [five institutional student learning outcomes](#) that together define the skills that MWCC students will demonstrate upon graduation.

[Academic programs](#), [courses offered](#) and [other non-degree educational opportunities](#) are listed in the catalog. [Non-credit educational opportunities](#) and [co-curricular enrichment](#) as well as [adult education and training](#) are outlined on the website. [Academic and grading policies](#) are also listed in the catalog, including [semester honors](#). In addition to program requirements, other [graduation requirements](#) are listed in this section. Courses that are not taught for two consecutive years and that will not be taught again in the third are removed from the catalog after approval from the Curriculum & Policy (C&P) committee at the next catalog revision. The C&P committee reviews courses for continued offering and submits them for removal; when approved by the VP of Academic Affairs and the President, the change is added to the

queue for the next catalog revision. The catalog does not indicate when programs are not accepting applications, nor when personnel are unavailable during a given academic year except for single day absences which are posted on iConnect.

Typical length of study is described in the program of study grids listed for each program. There they are laid out by semester in a study plan format. This provides students with a complete picture of how long a program takes to complete if the student attends full-time and follows that plan.

The institution does not have non-employees representing the College in any capacity. Moreover, the college invested in name tags for employees to wear when in public or at work to ensure that visitors understand that the employees are acting on behalf of the institution. However, there is no enforcement policy in place with regard to employee use of nametags or IDs in a consistent fashion.

The College's [CourseLeaf](#) Curricular Management software helps to ensure that the catalog review process stays on track to meet many of the public disclosure requirements and provides students with up-to-date information on the curriculum and course offerings. However, the catalog is only updated once each year, which has the potential to lead to discrepancies between the catalog and the website. Further, the website lacks a systematic review and sign-off procedure to maintain accurate information on the website when the catalog has undergone changes. To resolve this challenge, the College Registrar is working closely with CourseLeaf to create the digital routing of course- and policy approval through governance, which then provides a direct data feed for updating the next catalog in real time. The sections of the website that publish the Institutional Profile and Student Outcomes are well-maintained by OIRA.

Other vital areas, such as Human Resources, Administration and Finance, and Financial Aid lack a way to keep information up to date on the website. ITS and Marketing are collaborating on launching a new College intranet that will enable greater functionality for end-users to manage their own updates, thus eliminating the dependence on Marketing staff for making website changes. In addition, staff policies are not maintained in one location; they can currently be found on iConnect, the website, or SharePoint. The new intranet under development, which is dedicated to internally focused documentation and a formal document revision policy, will largely resolve this challenge. This new intranet in development is optimized for serving the internal College community, which enables the website to remain dedicated to growing enrollment, brand marketing, and public disclosure.

Strengths	Challenges
- The College operates in an environment that is clear about its commitment to integrity, honesty, and sharing of vital information - Through multiple channels, the College discloses information appropriately and sets clear expectations for all stakeholders to understand and follow federal, state, and MWCC policies	- The College needs to improve the systems and processes to support reliable and accurate sharing of information externally and across platforms (e.g., web, intranet, and catalog) - Information for employees (e.g., policies) is found in multiple locations and should be housed in a single, readily accessible locale (e.g., intranet) - Onboarding and training on college policies and procedures for new employees and managers is not consistent - Improvements in transparency and information sharing are needed (e.g., sharing of minutes and openness of governance proceedings)

Projection	Responsible Person	Time Frame
1 Provide systematic, consistent, and tracked onboarding and training for staff/faculty/managers on policies and procedures (e.g., employment, evaluation, academic honesty, disciplinary action, recruitment, and procurement, college-wide Affirmative Action, Title IX, and FERPA)	HR; Center for Teaching and Learning; Academic Affairs	2-5 years
2 Launch the new College intranet to enable use of a centralized repository for policies, employment guides, handbooks, training resources, posting of meeting minutes, and organizational documents (e.g., governance; HR resources; Leadership Team, etc.)	HR	1-3 years
3 Develop a method for reliably tracking and updating catalog entries and correlated website information	HR Division Deans Academic Affairs Admissions & Enrollment, Marketing	2-4 years
4 Reliably post and curate minutes and notes from all governance, major committee, and leadership meetings on the college website	LT Academic Senate	1-3 years

Standard 9: Integrity, Transparency, & Public Disclosure
(Integrity)

 Policies	Last Updated	 Website location where policy is posted	Responsible Office or Committee
Academic honesty	10/20/2021	http://catalog.mwcc.edu/academicresources/academicandgradingpolicies/academichonestypolicy/	Academic Affairs
Intellectual property rights	10/20/2021	https://library.mwcc.edu/copyright/MWCC-policies	Academic Affairs/Library
Conflict of interest	7/1/2018	https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
Privacy rights	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/familyeducationalrightsandprivacyactstudentnotificationofrights/	Records
Fairness for students	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/	Student Services
Fairness for faculty (MWCC)	7/1/2018	MWCC Website: https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
Fairness for faculty (MCCC)	7/1/2018	MCCC site: https://mccc-union.org/contracts-forms/	Human Resources
Fairness for staff (AFSME)	2020	https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
Fairness for staff (NUP)	2016	MWCC Website: https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
Academic freedom (MCCC website)	7/1/2018	https://mccc-union.org/contracts-forms/	Academic Affairs
Research	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/regulationsandpoliciesonhumanresearchsubjects/	Academic Affairs
Title IX	10/20/2021	https://mwcc.edu/about-mwcc/offices/hr/policies/title-ix/	Human Resources
Other; specify			
Plagiarism Policy	10/20/2021	http://catalog.mwcc.edu/academicresources/academicandgradingpolicies/academichonestypolicy/	Academic Affairs
Institutional Review Board	2018	https://mwcc.edu/about-mwcc/offices/academic-affairs/institutional-review-board/	Academic Affairs
Non-discrimination policies			
Recruitment and admissions	7/22/2020	https://mwcc.edu/wp-content/uploads/2019/06/Non-Discrimination-Policy.pdf	Human Resources
Employment	7/22/2020	https://mwcc.edu/wp-content/uploads/2019/06/Non-Discrimination-Policy.pdf	Human Resources
Evaluation	7/22/2020	See employment contract links	Human Resources
Disciplinary action			
Advancement			
Other; specify			
Affirmative Action	August 2021	http://catalog.mwcc.edu/policiesrulesandregulations/affirmativeaction/	Human Resources

Resolution of grievances

Students	7/22/2020	http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/#newitemtext	Student Services
Faculty (MWCC)	12/30/2019	MWCC Website: https://mwcc.edu/about-mwcc/offices/hr/documents/	Human Resources
Faculty (MCCC)	12/30/2019	MCCC site: https://mccc-union.org/contracts-forms/	Human Resources
Other; specify		See below	
AFSCME Staff	2020	https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
DCE instructors	2020	https://mccc-union.org/dce-contract-forms/	Human Resources
MCCC Faculty & Professional Staff (MWCC)	2018	https://mwcc.edu/about-mwcc/offices/hr/policies/	Human Resources
MCCC Faculty & Professional Staff (MCCC)	2018	MCCC site: https://mccc-union.org/contracts-forms/	Human Resources
Non-Unit Classified Staff	2014	https://mwcc.edu/wp-content/uploads/2017/09/NonUnitClassifiedContract.pdf	Human Resources
Non Unit Professionals	2016	https://mwcc.edu/wp-content/uploads/2018/07/NUPHandbookCCRevisedOctober2016.pdf	Human Resources
Other	Last Updated	Website location or Publication	Responsible Office or Committee
Hazing Policy	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/hazing/	Student Services
Sexual Assault	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/campussexualassaultpolicy/	Student Services
Acceptable Use Policy	11/1/2017	https://mwcc.edu/PDFs/Acceptable-Use-Policy.pdf	IT
FERPA	10/20/2021	http://catalog.mwcc.edu/policiesrulesandregulations/familyeducationalrightsandprivacyactstudentsnotificationofrights/	Records

Please enter any explanatory notes in the box below

Policies in the course catalog are reviewed annually and the updated date reflects the most recent catalog year. In the Non-Unit Classified Staff there is one person. The contract linked to is the currently used version for that position.

Standard 9: Integrity, Transparency, & Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://mwcc.edu/request/ There is a Chatbot on mwcc.edu and throughout all MWCC pages
Notice of availability of publications and of audited financial statement or fair summary	Public Records Access section on http://mwcc.edu/about-mwcc/public-disclosure/
Processes for admissions	http://catalog.mwcc.edu/admissions/ https://mwcc.edu/enroll/admissions/apply/
Processes for employment	For Faculty and Staff: https://mwcc.edu/faculty-staff/ For students: https://mwcc.edu/academics/advising/careers/
Processes for grading	http://catalog.mwcc.edu/academicresources/academicandgradingpolicies/
Processes for assessment	http://catalog.mwcc.edu/academicresources/academicandgradingpolicies/institutionaleffectivenessandlearningoutcomesassessment/ https://mwcc.edu/about-mwcc/offices/academic-affairs/outcomes/
Processes for student discipline	http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/
Processes for consideration of complaints and appeals	http://catalog.mwcc.edu/policiesrulesandregulations/
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Statement of Institutional Learning Outcomes	http://catalog.mwcc.edu/academicresources/#institutionalstudentlearningoutcomestext https://mwcc.edu/about-mwcc/offices/academic-affairs/outcomes/core-competencies/
Student Achievement Data for Practical Nursing Certificate (PN)	https://mwcc.edu/academics/degree/nursing/student-achievement-data/
Student Achievement Data for Nursing Associate Degree	https://mwcc.edu/academics/degree/nursing/student-achievement-data/
Physical Therapist Assistant Program Outcomes	https://mwcc.edu/academics/degree/physical-therapist-assistant/program-outcomes-data/
Dental Assisting Certificate program outcomes	http://catalog.mwcc.edu/associateddegreesandcertificatelistandotheroptions/dentalhygiene/#programcompetenciestechnicalstandardstext
All program outcomes can be found on the college's catalog by selecting the particular program and the "outcomes" tab	http://catalog.mwcc.edu/associateddegreesandcertificatelistandotheroptions/
Date of last review of:	
Print publications	• All Admissions collateral are updated annually in the Spring. (Last updated 6/2022) • All other publications (e.g., Life Long Learning catalog, summer camps, etc.) are updated on either an annual or bi-annual basis.
Digital publications	Digital publications are reviewed annually (last updated 6/2022)
Please enter any explanatory notes in the box below	

Standard 9: Integrity, Transparency, & Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://catalog.mwcc.edu/
Obligations and responsibilities of students and the institution	http://catalog.mwcc.edu/policiesrulesandregulations/ For students: http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/
Information on admission and attendance	http://catalog.mwcc.edu/admissions/
Institutional mission and objectives	https://mwcc.edu/about-mwcc/mission/
Expected educational outcomes	http://catalog.mwcc.edu/institutionalstudentlearningoutcomes/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://mwcc.edu/about-mwcc/accreditation/
Requirements, procedures and policies re: admissions	http://catalog.mwcc.edu/admissions/
Requirements, procedures and policies re: transfer credit	https://mwcc.edu/enroll/transfer-in/
A list of institutions with which the institution has an articulation agreement	https://mwcc.edu/enroll/articulation/ https://mwcc.edu/academics/degree/physical-therapist-assistant/articulation-agreements/
Student fees, charges and refund policies	http://catalog.mwcc.edu/costofattendanceandpaymentoptions/
Rules and regulations for student conduct	http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/
Procedures for student appeals and complaints	http://catalog.mwcc.edu/policiesrulesandregulations/studentdisciplinarypoliciesprocedures/#newitemtext
Other information re: attending or withdrawing from the institution	http://catalog.mwcc.edu/academicresources/academicandgradingpolicies/withdrawal/
Academic programs	http://catalog.mwcc.edu/associateddegreesandcertificateandotheroptions/
Courses currently offered	http://catalog.mwcc.edu/coursedescriptions/
Other available educational opportunities	http://catalog.mwcc.edu/adulteducationworkforcedevelopmentnoncreditcourses/
Other academic policies and procedures	http://catalog.mwcc.edu/policiesrulesandregulations/
Requirements for degrees and other forms of academic recognition	http://catalog.mwcc.edu/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.mwcc.edu/collegedirectories/facultyandprofessionalstaff/
Names and positions of administrative officers	http://catalog.mwcc.edu/collegedirectories/#mwccofficerstext
Names, principal affiliations of governing board members	https://mwcc.edu/about-mwcc/leadership/board-of-trustees/
Information	Website location
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://mwcc.edu/enroll/admissions/visit/campuses/
Programs, courses, services, and personnel not available in any given academic year.	

Information	Website location
Size and characteristics of the student body	https://mwcc.edu/about-mwcc/public-disclosure/
Description of the campus setting	http://mwcc.edu/about-mwcc/our-campuses/
Availability of academic and other support services	https://mwcc.edu/academics/advising/library-academic-support-center/
Range of co-curricular and non-academic opportunities available to students	https://mwcc.edu/campus-life/student-life/clubs/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	http://catalog.mwcc.edu/institutionalstudentlearningoutcomes/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://mwcc.edu/about-mwcc/public-disclosure/
Total cost of education and net price, including availability of financial aid and typical length of study	http://mwcc.edu/about-mwcc/public-disclosure/net-price-calculator/
Expected amount of student debt upon graduation and loan payment rates	https://collegescorecard.ed.gov/school/?166957-Mount-Wachusett-Community-College
Statement about accreditation	http://mwcc.edu/about-mwcc/accreditation/

Appendices

Appendix A

Affirmation of Compliance

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	http://catalog.mwcc.edu/academicresources/#transfercredit
Print Publications	None
Self-study/Fifth-year Report Page Reference	36, 40

- 2. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	http://catalog.mwcc.edu/policiesrulesandregulations/studentdi
Print Publications	None
Self-study/Fifth-year Report Page Reference	55, 146, 147

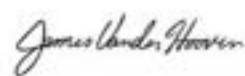
- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Password protected learning management system. SafeAssign
Self-study/Fifth-year Report Page Reference	41

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

URL	https://mwcc.edu/about-mwcc/accreditation/
Print Publications	Worcester Telegram, The Gardner News, The Sentinel & Enterprise, Barre Gazette, Leominster Champion
Self-study Page Reference	

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


Chief Executive Officer: _____

Date: 8/31/2022

March, 2016, June 2020, August 2021

Appendix B

Most Recent Audited Financial Statements & Auditor's Management Letter

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)



FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2021

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and
Management's Discussion and Analysis**

June 30, 2021 and 2020

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Mount Wachusett Community College
Gardner, Massachusetts

Report on Financial Statements

We have audited the accompanying financial statements of the business-type activities of Mount Wachusett Community College (an agency of the Commonwealth of Massachusetts) (the "College"), the discretely presented major component unit, Mount Wachusett Community College Foundation, Inc. (the "Foundation"), as of and for the years ending June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

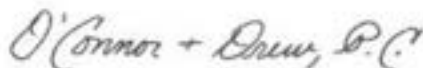
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the College and its discretely presented component unit as of June 30, 2021 and 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2021, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



**Certified Public Accountants
Braintree, Massachusetts**

December 22, 2021

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

The following discussion and analysis provides an overview of the financial position and activities of Mount Wachusett Community College (the "College") for the fiscal year ended June 30, 2021. We encourage readers to consider the information presented here in conjunction with the financial statements and notes that follow this section of the report.

Mount Wachusett Community College is an accredited, public two-year institution serving 29 cities and towns in North Central Massachusetts. The 269-acre main campus is located in Gardner, Massachusetts; satellite sites are located in Leominster, Fitchburg, and Devens.

The College offers over 50 associate degree and certificate programs, as well as adult basic education/GED programs, education and training for business and industry and noncredit community service programs. The College's corporate training programs are offered through the Division of Workforce Training which operates at the Devens Campus.

The College's students enjoy many support services and resources including the Fitness and Wellness Center, the Academic Support Center, and the 555-seat Theater at the Mount. Courses are offered in the day, evening, on weekends, and via the Internet.

On March 11, 2020, the World Health Organization declared the global outbreak of the novel corona virus (COVID-19) as a pandemic. On March 18, 2020, the Community College began to transition students to a distant learning environment for the completion of the 2020 spring semester, and the 2020 summer semester was taught online. The college continued with a remote learning model for the 2020/2021 academic year with minimal in person teaching. A repopulation committee and plans were begun in August of 2021.

Financial Highlights

As of June 30, 2021 the College's net position is \$40,207,083. The amount represents \$91,005,332 in total assets and deferred outflows of resources while liabilities and deferred inflows of resources equal \$50,798,249. Operating expenses for the fiscal year ended June 30, 2021 total \$49,843,081 while operating revenues were \$25,516,259.

The College's non-operating revenues/expenses for the fiscal year ended June 30, 2021 netted to \$29,653,643. This includes \$22,710,150 of state appropriations as well as \$6,715,401 from federal funding for pandemic relief for students as well as some institutional costs. The College also received \$1,172,522 in capital appropriations.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to Mount Wachusett Community College's basic financial statements. The College's basic *financial statements* are comprised of two components: 1) the *financial statements* and 2) the *notes* to the financial statements. This report also contains other *supplementary information* in addition to the basic financial statement.

The Financial Statements: The financial statements (pages 18-21) are designed to provide readers with a broad overview of the College's finances in a manner similar to a private sector College.

The *Statements of Net Position* (p. 18) present information on the College's assets, liabilities and deferred outflows and inflows of resources, with the difference being reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the College's financial position is improving or weakening.

The *Statements of Revenues and Expenses and Changes in Net Position* (p. 19) present information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. expenses are recorded upon receipt of an invoice, regardless of when payment is made).

The *Statements of Cash Flows* (p. 20-21) is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services). The Government Accounting Standards Board ("GASB") Statements 34 and 35 require this method to be used.

Notes to the financial statements: The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes to the financial statements can be found on pages 22-58 of this report. Mount Wachusett Community College reports its activity as a business-type activity using the full accrual measurement focus and basis of accounting. Mount Wachusett Community College is an agency of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position, and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Included in the Comparative Statements of Net Position and the Statements of Revenues, Expenses, and Changes in Net Position is a separate column representing the activity of the Mount Wachusett Community College Foundation, Inc. (the "Foundation"). According to GASB 39, the Foundation is classified as a component unit of the College.

Financial Analysis of the College as a Whole

Schedules of Net Position

Net position over time serves as a useful indicator of Mount Wachusett Community College's financial position. For the year ended June 30, 2021, assets exceeded liabilities and deferred inflows of resources by \$40.21 million.

The following schedules are prepared from the College's Statement of Net Position (page 18):

	Schedules of Net Position		
	June 30,		
	(in millions)		
	2021	2020	2019
Current assets	\$ 23.03	\$14.52	\$ 11.24
Non-current assets:			
Capital assets, net of depreciation	64.16	65.50	64.26
Other	0.50	0.41	0.40
Total Assets	<u>\$ 87.69</u>	<u>\$80.43</u>	<u>\$ 75.90</u>
Deferred outflows of resources	<u>3.32</u>	<u>2.81</u>	<u>3.64</u>
Current liabilities	\$ 6.36	\$ 6.06	\$ 5.75
Noncurrent liabilities	26.13	30.62	39.17
Total Liabilities	<u>32.49</u>	<u>36.68</u>	<u>44.92</u>
Deferred inflows of resources	<u>18.31</u>	<u>12.84</u>	<u>6.22</u>
Net Position:			
Investment in capital assets	55.89	56.59	54.85
Restricted	0.51	0.41	0.43
Unrestricted	<u>(16.19)</u>	<u>(23.29)</u>	<u>(26.88)</u>
Total Net Position	<u>\$ 40.21</u>	<u>\$33.71</u>	<u>\$ 28.40</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

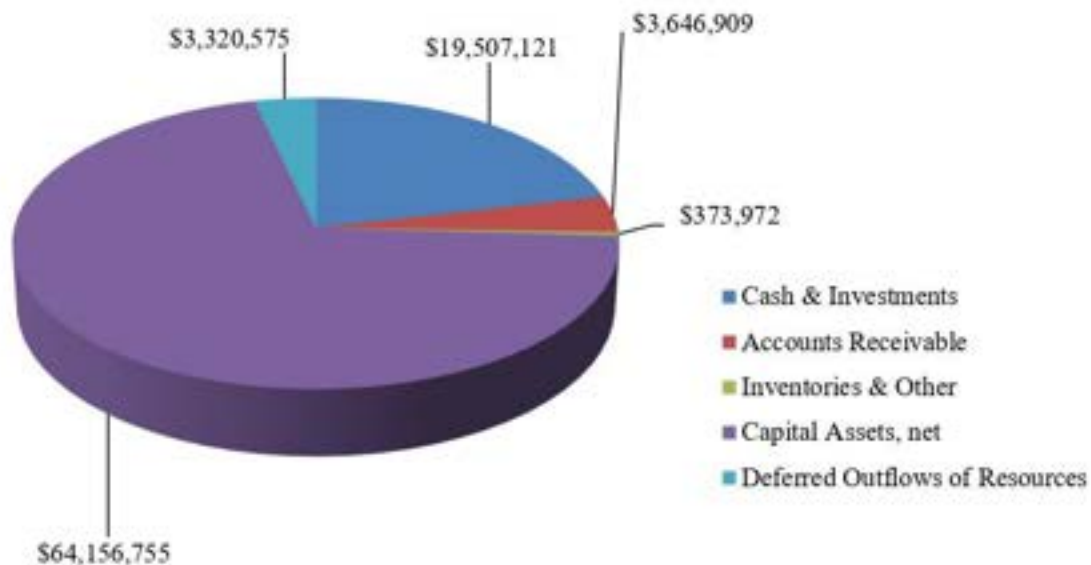
June 30, 2021 and 2020

Schedules of Net Position – continued

Current assets increased by approximately \$8.5 million from 2020 to 2021 due primarily to an increase in state appropriated dollars of \$4.7 million for future capital projects.

The largest portion of the College's net position reflects its investment in capital assets (e.g. land, buildings, machinery & equipment) less any related debt, including capital leases, used to acquire those assets. Unrestricted Net Position reflects assets that are available to meet the day-to-day operations of the College.

The College's assets and deferred outflows of resources include the following breakdown:



MOUNT WACHUSETT COMMUNITY COLLEGE

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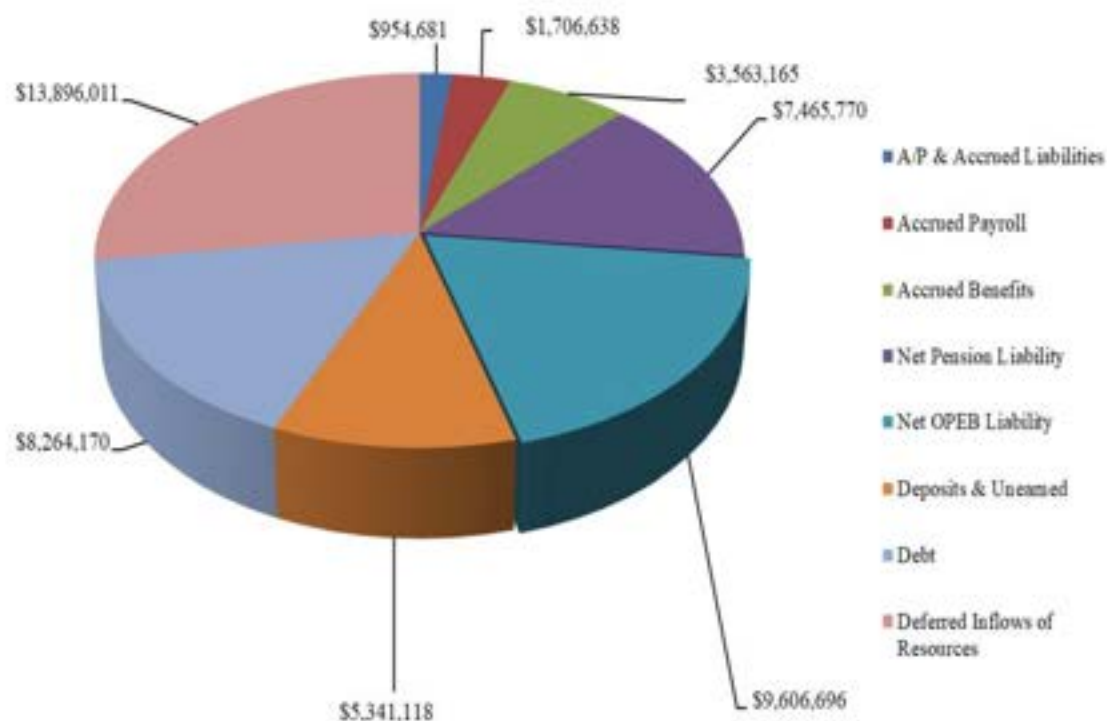
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Schedules of Net Position - continued

Current liabilities increased from 2020 to 2021 by approximately \$.3 million. Non-current liabilities decreased from 2020 to 2021 by \$4.5 million primarily due to a decrease in the net OPEB liability. Deferred inflows of resources increased by \$5.5 million increase due to changes in OPEB and governmental non exchange transactions.

The College's liabilities and deferred inflows of resources include the following breakdown:



MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Accrued Benefits is made up of an accrual for compensated absences \$3.1 million and the College's Workers' Compensation liability approximately \$.4 million.

Deposits and Unearned consists of student deposits and advance tuition payments (approximately \$.9 million, and approximately \$4.4 million for governmental voluntary nonexchange transactions.

Debt is comprised of the following:

- A twenty year loan with Massachusetts Health and Educational Facilities Authority (\$1,200,000) to add a 12,000 sq. ft. technology center to the main building.
- A fifteen year Clean Renewable Energy Bond ("CREB") (\$310,000), the proceeds of which have been used to install photovoltaic cells on the College's rooftop.
- An eighteen year Clean Renewable Energy Bond (CREB) (\$2,145,000), and a thirty year CEIP Bond (Clean Energy Investment Program) \$4,400,000, which were used for the construction of two wind turbines.
- A \$500,000 loan from the Mount Wachusett Community College Foundation.
- A twenty year bond (\$3,000,000) from the Mass State College Building Authority to support the construction of a new science & technology center.
- A twenty year bond (\$3,055,000) from the Mass State College Building Authority to support construction of a new student center.

During FY 2021, the College repaid \$753,831 of the principal on its capital asset related debt.

Schedules of Revenues, Expenses and Changes in Net Position

The following schedules are prepared from the College's Schedules of Revenues, Expenses, and Changes in Net Position which is presented on an accrual basis. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. These schedules represent the results of the College's operations.

MOUNT WACHUSETT COMMUNITY COLLEGE
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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

	Operating Results		
	Years Ended June 30,		
	<u>(in millions)</u>		
	<u>2021</u>	<u>2020</u>	<u>2019</u>
Operating Revenue:			
Tuition and fees	\$ 9.26	\$ 9.65	\$ 11.35
Grants and contracts	14.99	17.59	15.83
Auxiliary	0.50	0.76	1.21
Other	<u>0.77</u>	<u>1.65</u>	<u>2.21</u>
Total	25.52	29.65	30.60
Less: operating expenses	<u>49.84</u>	<u>50.96</u>	<u>52.74</u>
Net operating loss	<u>(24.32)</u>	<u>(21.31)</u>	<u>(22.14)</u>
Non-operating Revenue:			
State appropriations	22.71	22.26	20.96
Net interest & other non-operating	0.22	0.63	(0.06)
Capital appropriations, grants, and gifts	<u>7.89</u>	<u>3.73</u>	<u>5.26</u>
Total	<u>30.82</u>	<u>26.62</u>	<u>26.16</u>
Increase in net position	6.50	5.31	4.02
Net Position, Beginning of Year	<u>33.71</u>	<u>28.40</u>	<u>27.79</u>
Net Position, End of Year	<u>\$ 40.21</u>	<u>\$ 33.71</u>	<u>\$ 31.81</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Schedules of Revenues, Expenses and Changes in Net Position - continued

A number of revenue streams supplement student tuition and fees and currently include: federal and state grants and contracts, nongovernmental grants and contracts, contracted services of the cafeteria and bookstore, and operation of the fitness and wellness center. The College will continue to aggressively seek additional funding to support its operation consistent with its mission, as well as to continue to make prudent use of its financial resources for funding its operating activities.

Revenues

Revenues consisted of the following (in thousands) for the fiscal years ended June 30, 2021:

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Tuition & Fees	\$ 9,257	\$ 9,649	\$ 11,350
Grants	18,292	16,324	14,467
Contracts	1,238	1,264	1,363
Auxiliary	499	759	1,204
State Appropriation	22,710	22,260	20,969
Capital Appropriation	1,173	3,734	4,088
Capital Grants & Gifts	-		1,167
Other	<u>1,338</u>	<u>2,644</u>	<u>2,530</u>
	<u>\$ 54,507</u>	<u>\$ 56,634</u>	<u>\$ 57,138</u>

The following is a graphic illustration of the College's revenues by source:



MOUNT WACHUSETT COMMUNITY COLLEGE

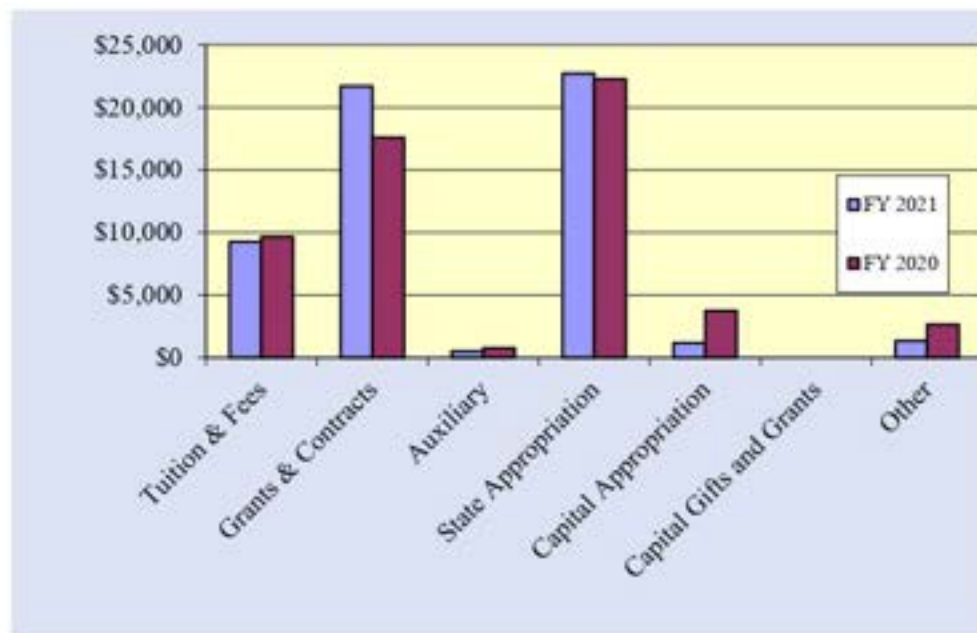
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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Major components of the operating revenue for the year include tuition and fees, federal and state grants and contracts. Federal and state grants and contracts include Tech Hire through the United States Department of Labor, Student Support Services project, GEAR-Up, Adult Basic Education funded through the Massachusetts Department of Education, and the Educational Opportunity Center. Grants also include federal financial aid such as PELL. Other includes \$4m from the CARES/CRRSA Act grants.

The chart below shows a year-to-year comparison of the College's revenue sources:



Tuition and fees decreased by \$392k over FY 2020 due primarily to lower enrollment. Grant and contract revenue decreased by approximately \$2.6M. This was largely driven by a decrease in Pell of \$1.3m, as well as the completion of the Tech Hire grant. The state appropriation increased by approximately \$450k while capital appropriations decreased by \$2.5m.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Operating Expenses

Operating expenses can be displayed in two formats, natural classification and functional classification. Both formats are included on the next two pages. The following is a summary of the College's expenses using the *Natural Classification Format*:

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Salaries & wages	\$27,419,049	\$27,188,988	\$28,805,436
*Employee related expenses	(2,492,288)	(888,443)	1,042,277
Fringe benefits	8,017,426	7,790,548	7,433,989
Administrative	2,220,971	3,307,638	3,214,271
Supplies	1,121,877	1,553,132	1,736,382
Utilities/space rental	1,907,688	1,899,902	2,040,766
Consultants	1,150,808	631,145	823,572
Facility operations	292,174	345,156	432,603
Equipment purchase	906,462	832,434	1,123,842
Equipment lease	1,190,014	1,213,619	1,115,754
Client purchased service	151,313	245,209	217,804
Building & land maintenance	56,851	49,821	212,684
Scholarship	4,972,638	3,690,284	2,794,541
Depreciation	2,696,917	2,584,012	2,455,438
Compensated absences	231,181	515,949	(710,322)
	<u>\$49,843,081</u>	<u>\$50,959,395</u>	<u>\$52,739,037</u>

*Please note that Employee related expenses includes Pension and OPEB. This year contains a (\$2,492k) credit compared to a (\$1,113k) credit in FY20, and an expense of \$742k in FY19 for combined Pension and OPEB.

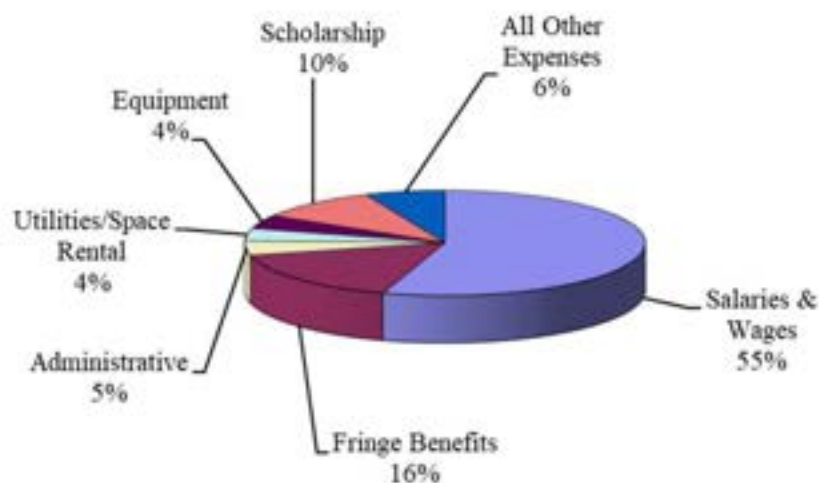
MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

The following chart graphically illustrates the College's major expenses under the natural classification format:



Salaries and wages make up the majority of expenditures for the College. Coupled with the resulting fringe benefits, they make up 71% of the cost of operations in FY21 and 69% in both FY 2020 and 2019.

Natural classifications of expenditures are useful for budgetary and analytical purposes; however, functional classification can give more insight when attempting to compare institutions of higher education. Functional classifications show the expenditures grouped by programmatic areas.

MOUNT WACHUSETT COMMUNITY COLLEGE

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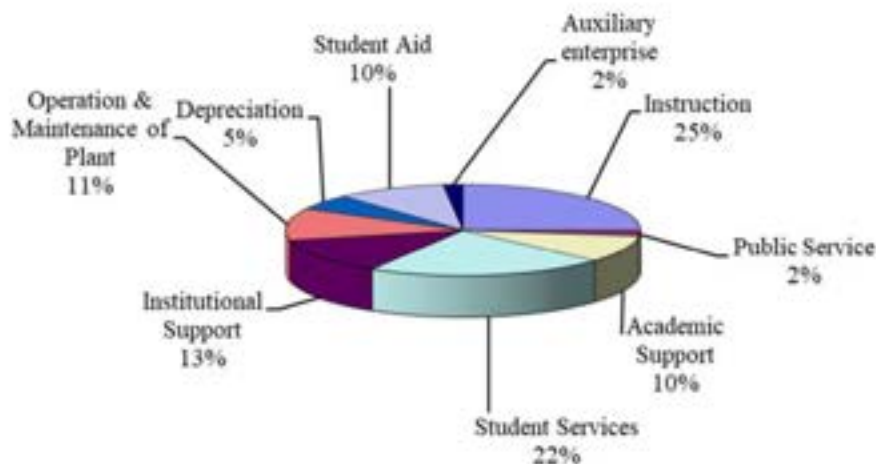
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

The following is a summary of the College's expenses using the functional classification format:

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Instruction	\$12,480,067	\$ 12,922,474	\$14,407,048
Public service	1,008,255	1,103,205	1,104,214
Academic support	4,820,648	5,274,828	5,692,559
Student services	10,876,540	11,994,037	11,879,218
Institutional support	6,433,964	6,294,718	6,484,164
Operation & maintenance of plant	5,650,684	5,875,494	6,504,143
Depreciation	2,696,917	2,584,012	2,455,439
Student aid	4,972,638	3,686,844	2,796,996
Auxiliary enterprise	903,368	1,223,784	1,415,256
	<u>\$49,843,081</u>	<u>\$ 50,959,395</u>	<u>\$52,739,037</u>

The following is a graphic representation of the operating expenses under the functional classification format:



MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

Expenses for instruction, academic support, student services and student aid make up the bulk of the College's operational expense with a combined total of 67% in FY 2021. Another 24% of the College's resources went to institutional support and the maintenance of the College's facilities in FY 2021, while 4% is spent on public service and the operation of the College's fitness center and cafeteria.

Capital Asset and Debt Administration

As of June 30, 2021 the College had \$64,156,755 invested in capital assets, net of accumulated depreciation of \$33,185,151. This investment in capital assets includes land, buildings (including improvements) furnishings and equipment, and books. Depreciation charges for FY 2021 and 2020 were \$2,696,917 and \$2,584,013 respectively. Additions totaled \$1,358,048 primarily for the Fitness Center Mechanical Upgrade, New Fire Alarm System, DCAM Power Plant, Fitness Center Water Main and Haley Hallway Ceilings.

The College records capital assets under General Accepted Accounting Principles, whereby assets are recorded at their historical cost and depreciated over a period of 3 - 40 years. In the case of land and buildings, these historical costs may vary significantly from their current fair market value where they would typically appreciate in value rather than depreciate.

The following table is a summary of the College's capital assets at June 30,:

	<u>Capital Assets</u> <u>(in thousands)</u>		
	<u>2021</u>	<u>2020</u>	<u>2019</u>
Land	\$ 41	\$ 41	\$ 41
Construction in progress	405	-	5,475
Buildings & improvements	91,334	90,567	81,274
Furnishing & equipments	5,153	4,968	4,968
Library books	<u>408</u>	<u>408</u>	<u>408</u>
Total	97,341	95,984	92,166
Less: accumulated depreciation	<u>33,185</u>	<u>30,488</u>	<u>27,904</u>
Net capital assets	<u>\$ 64,156</u>	<u>\$65,496</u>	<u>\$64,262</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

All capital asset purchases are pre-approved by the Board of Trustees and are included in the College's capital spending plan submitted to the Board of Higher Education and the Commonwealth's Fiscal Affairs Division. Additional information about Mount Wachusett Community College's capital assets can be found in Note 6 of this report.

Long-Term Liabilities

The College's outstanding long-term liabilities consist of the following at June 30,:

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Bonds payable	\$ 8,264,170	\$ 8,906,021	\$ 9,532,533
Deferred lease payments	36,585	36,585	29,438
Compensated absences	3,156,340	2,925,159	2,409,210
Net pension liability	7,465,770	7,313,373	9,091,855
Net OPEB liability	9,606,696	13,786,949	19,894,729
Notes payable – Foundation		111,979	217,621
Workers' compensation	<u>406,825</u>	<u>283,299</u>	<u>290,401</u>
	28,936,386	33,363,366	41,465,787
Less: current portion	<u>2,806,162</u>	<u>2,738,518</u>	<u>2,296,431</u>
Long-term liabilities	<u>\$ 26,130,224</u>	<u>\$ 30,624,848</u>	<u>\$ 39,169,356</u>

Economic Factors that Will Affect the Future

Statewide Concerns

The College's annual maintenance appropriation is comprised of a base amount, a performance based annual increase, and an allocation to cover the costs of new collective bargaining agreements. Generally, these three components will roll over into the next fiscal year as the new base amount component of the appropriation.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021 and 2020

National Concerns

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. The potential impacts to enrollment are varied, from the current remote learning model, the change in unemployment levels, and the other life factors that a student may be facing, all of which may affect the priority of secondary education.

Nationwide, enrollments, which peaked in 2011, have been on a steady decline. Shifts in demographics leading to fewer high school graduates has been one of the major factors. During economic downturns, displaced workers will return to college to seek new skills. These older non-traditional students make up a large portion of the community college attendees. As the economy improves, these students are able to find new careers and leave the college campuses.

Regional Concerns

Due to the demographic changes associated with an aging and increasingly diverse population in the North Central Worcester County area, the need for an affordable, accessible education remains high. In addition, much of the region consists of rural communities where economic development and workforce development issues are dependent upon higher education to respond. Furthermore, excellence in technical education and the demands of the contemporary high-tech workplace require the college to maintain state-of-the art equipment, to develop new programs, and continue with faculty development efforts.

The College's ability to respond to these concerns depends on the continuation of state funding, the availability of federal and state grants and contracts, a steady enrollment, and cost containment and conservation strategies in order to meet the College's basic operational needs.

Requests for Information

This financial report is designed to provide a general overview, for all those with an interest in Mount Wachusett Community College's finances. Questions concerning the information provided in this report, or requests for additional financial information, should be addressed to Sandra Quaye, Vice President of Finance & Administration, 444 Green Street, Mount Wachusett Community College, Gardner, MA.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	<u>College</u>	<u>College</u>	<u>Foundation</u>	<u>Foundation</u>
Current Assets:				
Cash and equivalents	\$ 8,883,029	\$ 7,210,159	\$ 924,564	\$ 577,964
Cash held by State Treasurer	7,039,201	2,309,732	-	-
Short-term investments	3,086,665	2,347,642	-	-
Accounts receivable, net	3,646,909	2,328,325	-	-
Current portion of note receivable - College	-	-	-	111,979
Other current assets	<u>373,972</u>	<u>324,365</u>	<u>6,950</u>	<u>10,329</u>
Total Current Assets	<u>23,029,776</u>	<u>14,520,223</u>	<u>931,514</u>	<u>700,272</u>
Non-Current Assets:				
Cash restricted for long term purposes	35,735	44,943	-	-
Investments restricted for long term purposes	462,491	362,051	6,186,618	5,098,978
Beneficial interest	-	-	2,476,902	1,797,885
Capital assets, net	<u>64,156,755</u>	<u>65,495,624</u>	<u>-</u>	<u>-</u>
Total Non-Current Assets	<u>64,654,981</u>	<u>65,902,618</u>	<u>8,663,520</u>	<u>6,896,863</u>
Deferred Outflows of Resources:				
Deferred outflows related to pensions	1,597,319	1,416,881	-	-
Deferred outflows related to OPEB	<u>1,723,256</u>	<u>1,388,411</u>	<u>-</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>3,320,575</u>	<u>2,805,292</u>	<u>-</u>	<u>-</u>
 Total Assets and Deferred Outflows of Resources	 <u>\$ 91,005,332</u>	 <u>\$ 83,228,133</u>	 <u>\$ 9,595,034</u>	 <u>\$ 7,597,135</u>

The accompanying notes are an integral part of the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	<u>College</u>	<u>College</u>	<u>Foundation</u>	<u>Foundation</u>
Current Liabilities:				
Accounts payable and accrued liabilities	\$ 954,681	\$ 890,459	\$ 77,357	\$ 39,615
Accrued payroll	1,706,638	1,609,111	-	-
Accrued compensated absences	2,060,660	1,896,541	-	-
Accrued workers' compensation	49,058	51,560	-	-
Student deposits and unearned revenue	929,251	857,952	-	-
Current portion of bonds payable	659,859	641,852	-	-
Current portion of note payable - Foundation	-	111,979	-	-
Total Current Liabilities	<u>6,360,147</u>	<u>6,059,454</u>	<u>77,357</u>	<u>39,615</u>
Non-Current Liabilities:				
Accrued compensated absences	1,095,680	1,028,618	-	-
Accrued workers' compensation	357,767	231,739	-	-
Net OPEB liability	9,606,696	13,786,949	-	-
Net pension liability	7,465,770	7,313,373	-	-
Bonds payable	<u>7,604,311</u>	<u>8,264,170</u>	-	-
Total Non-Current Liabilities	<u>26,130,224</u>	<u>30,624,849</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>32,490,371</u>	<u>36,684,303</u>	<u>77,357</u>	<u>39,615</u>
Deferred Inflows of Resources:				
Governmental voluntary nonexchange transaction	4,411,867	672,365		
Deferred inflows related to pension plan	3,067,222	3,899,477	-	-
Deferred inflows related to OPEB	<u>10,828,789</u>	<u>8,264,248</u>	-	-
Total Deferred Inflows of Resources	<u>18,307,878</u>	<u>12,836,090</u>	<u>-</u>	<u>-</u>
Net Position:				
Net investment in capital assets	55,892,585	56,589,602	-	-
Restricted:				
Nonexpendable	465,484	367,457	1,605,100	1,248,358
Expendable	41,950	39,537	4,046,125	3,232,335
Unrestricted	<u>(16,192,936)</u>	<u>(23,288,856)</u>	<u>3,866,452</u>	<u>3,076,827</u>
Total Net Position	<u>40,207,083</u>	<u>33,707,740</u>	<u>9,517,677</u>	<u>7,557,520</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 91,005,332</u>	<u>\$ 83,228,133</u>	<u>\$ 9,595,034</u>	<u>\$ 7,597,135</u>

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses and Changes in Net Position

For the Years Ended June 30,

	2021 <u>College</u>	2020 <u>College</u>	2021 <u>Foundation</u>	2020 <u>Foundation</u>
Operating Revenues:				
Tuition and fees	\$ 14,374,426	\$ 15,977,900	\$ -	\$ -
Less: Scholarships and allowances	<u>(5,116,937)</u>	<u>(6,328,306)</u>	-	-
Net tuition and fees	9,257,489	9,649,594	-	-
Gifts and contributions	-	-	639,693	1,026,010
Federal grants and contracts	11,014,859	13,242,621	-	-
State and local grants and contracts	2,732,169	3,081,787	-	-
Non-governmental grants and contracts	1,238,279	1,263,849	-	-
Auxiliary enterprises	499,596	758,776	-	-
Other operating revenues	<u>773,867</u>	<u>1,647,520</u>	-	-
Total Operating Revenues	<u>25,516,259</u>	<u>29,644,147</u>	<u>639,693</u>	<u>1,026,010</u>
Operating Expenses:				
Instruction	12,480,067	12,922,474	-	-
Public service	1,008,255	1,103,205	39,090	39,040
Academic support	4,820,648	5,274,828	529,997	1,035,899
Student services	10,876,540	11,994,037	-	-
Institutional support	6,433,964	6,294,718	92,031	93,485
Operation and maintenance of plant	5,650,684	5,875,494	-	-
Depreciation	2,696,917	2,584,013	-	-
Scholarships and fellowships	4,972,638	3,686,844	-	-
Auxiliary enterprise	<u>903,368</u>	<u>1,223,782</u>	-	-
Total Operating Expenses	<u>49,843,081</u>	<u>50,959,395</u>	<u>661,118</u>	<u>1,168,424</u>
Net Operating Loss	<u>(24,326,822)</u>	<u>(21,315,248)</u>	<u>(21,425)</u>	<u>(142,414)</u>
Non-Operating Revenues (Expenses):				
Federal grants	6,715,401	776,400	-	-
State appropriation, unrestricted	22,426,764	22,232,495	-	-
State appropriation, restricted	283,386	27,775	-	-
Investment income	563,728	219,750	1,302,565	85,937
Change in value of beneficial interest	-	-	679,017	(59,930)
Interest expense	<u>(335,636)</u>	<u>(364,343)</u>	-	-
Net Non-Operating Revenues	<u>29,653,643</u>	<u>22,892,077</u>	<u>1,981,582</u>	<u>26,007</u>
Net Increase (Decrease) in Net Position Before Capital Revenue	5,326,821	1,576,829	1,960,157	(116,407)
Capital grants	-	-	-	-
Capital appropriations	<u>1,172,522</u>	<u>3,733,501</u>	-	-
Total Capital Revenue	<u>1,172,522</u>	<u>3,733,501</u>	-	-
Net Increase (Decrease) in Net Position	6,499,343	5,310,330	1,960,157	(116,407)
Net Position, Beginning of Year	<u>33,707,740</u>	<u>28,397,410</u>	<u>7,557,520</u>	<u>7,673,927</u>
Net Position, End of Year	<u>\$ 40,207,083</u>	<u>\$ 33,707,740</u>	<u>\$ 9,517,677</u>	<u>\$ 7,557,520</u>

The accompanying notes are an integral part of the financial statements.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	<u>2021</u>	<u>2020</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 9,139,112	\$ 10,193,603
Grants and contracts	19,411,338	16,933,695
Payments to employees	(31,974,529)	(28,661,260)
Payments to students	(4,972,638)	(3,690,284)
Payments to suppliers and vendors	(6,545,122)	(10,355,962)
Other receipts	<u>1,628,106</u>	<u>2,432,590</u>
Net Cash Applied to Operating Activities	<u>(13,313,733)</u>	<u>(13,147,618)</u>
Cash Flows from Non-Capital Financing Activities:		
Federal grants	4,545,321	776,400
State appropriations	16,716,289	16,976,215
Restricted appropriations	283,386	27,775
Tuition remitted to State	<u>(287,404)</u>	<u>(326,761)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>21,257,592</u>	<u>17,453,629</u>
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(185,526)	(84,519)
Principal paid on Foundation note	(111,979)	(105,642)
Principal paid on note and bonds payable	(641,852)	(626,511)
Interest paid on note and bonds payable	<u>(335,636)</u>	<u>(364,343)</u>
Net Cash Applied to Capital Financing Activities	<u>(1,274,993)</u>	<u>(1,181,015)</u>
Cash Flows from Investing Activities:		
Purchase of investments	(839,463)	(168,081)
Investment income	<u>563,728</u>	<u>209,437</u>
Net Cash Provided by (Applied to) Investing Activities	<u>(275,735)</u>	<u>41,356</u>
Net Increase in Cash and Equivalents	6,393,131	3,166,352
Cash and Equivalents, Beginning of Year	<u>9,564,834</u>	<u>6,398,482</u>
Cash and Equivalents, End of Year	<u>\$ 15,957,965</u>	<u>\$ 9,564,834</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2021</u>	<u>2020</u>
Reconciliation of Net Operating Loss to Net Cash		
Applied to Operating Activities:		
Net operating loss	\$ (24,326,822)	\$ (21,315,248)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	2,696,917	2,584,013
Fringe benefits provided by the State	5,997,879	5,854,592
Governmental voluntary nonexchange transaction	3,739,502	268,749
Decrease (increase) in allowance for doubtful accounts	(571,417)	170,836
Net pension activity	(860,296)	(325,267)
Net OPEB activity	(1,950,557)	(787,404)
Changes in assets and liabilities:		
Accounts receivable	1,422,913	(26,753)
Other current assets	(49,607)	(81,572)
Accounts payable and accrued expenses	64,222	186,269
Accrued payroll	97,527	182,504
Accrued compensated absences and workers' compensation	354,707	508,847
Student deposits and unearned revenues	<u>71,299</u>	<u>(367,184)</u>
Net Cash Applied to Operating Activities	<u>\$ (13,313,733)</u>	<u>\$ (13,147,618)</u>
Reconciliation of Cash and Equivalents to the Statement of Net Assets:		
Cash and equivalents	\$ 8,883,029	\$ 7,210,159
Cash held by State Treasurer	7,039,201	2,309,732
Restricted cash and equivalents	<u>35,735</u>	<u>44,943</u>
Cash and Equivalents	<u>\$ 15,957,965</u>	<u>\$ 9,564,834</u>
Non-Cash Transactions:		
Fringe benefits provided by the State	<u>\$ 5,997,879</u>	<u>\$ 5,854,592</u>
Debt reserve applied towards bond principal	<u>\$ 540</u>	<u>\$ 540</u>
Capital improvements provided by capital appropriations	<u>\$ 1,172,522</u>	<u>\$ 3,733,501</u>
Unrealized gain on investments	<u>\$ 684,310</u>	<u>\$ 181,270</u>

The accompanying notes are an integral part of the financial statements.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies

Organization

Mount Wachusett Community College (the "College") is a state-supported comprehensive college that offers a quality education leading to associate degrees in the arts and sciences, as well as one-year certificate programs. With its primary campus located in Gardner, Massachusetts, along with other satellite campuses, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies, and business fields of study. The College also offers, through the Division of Continuing Education, credit and noncredit courses, as well as community service programs. The College is accredited by the New England Commission of Higher Education.

The College is an agency of the Commonwealth of Massachusetts (the "State" or the "Commonwealth"). The accompanying financial statements reflect only the transactions of the College and its discretely presented component unit. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the College had been operated independently of the State.

Operations

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus ("COVID-19") as a pandemic. During the year ended June 30, 2021, COVID-19 had a significant effect on the College's operations in response to government requirements and observing safety measures.

In response to the pandemic, the Federal government provided to the College Higher Education Emergency Relief Funds ("HEERF") and funds for the Strengthening Institution Program ("SIP") under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA"), and American Rescue Plan Act ("ARPA"). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

The student award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 25, 2022, while the SIP funding must be spent by March 4, 2022.

The College has been awarded the following HEERF and SIP funds as of June 30, 2021:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	\$ 1,277,374	\$ 1,277,373	\$ 125,765	\$ 2,680,512
CRRSAA	1,277,374	4,243,298	228,070	5,748,742
ARPA	4,873,054	4,662,274	-	9,535,328
Total	\$ 7,427,802	\$ 10,182,945	\$ 353,835	\$ 17,964,582

The College has recognized the following funds as non-operating Federal grants for the years ended June 30, 2021 and 2020:

For the Year Ended June 30, 2021					For the Year Ended June 30, 2020				
	Student Aid Award	Institutional Award	Strengthening Institution Program	Total		Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	\$ 503,524	\$ 1,274,823	\$ 24,167	\$ 1,802,514	CARES	\$ 773,850	\$ 2,550	\$ -	\$ 776,400
CRRSAA	1,032,947	3,431,337	-	4,464,284	CRRSAA	-	-	-	-
ARPA	-	-	-	-	ARPA	-	-	-	-
Total	\$ 1,536,471	\$ 4,706,160	\$ 24,167	\$ 6,266,798	Total	\$ 773,850	\$ 2,550	\$ -	\$ 776,400

As of June 30, 2021 and 2020, the College received \$448,603 and \$0 in Governor's Emergency Education Relief Fund ("GEERF") as a pass-through from the State of Massachusetts.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Basis of Presentation

The accompanying financial statements, have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB").

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements, including the College's discretely presented component unit, and required supplementary information. The College presents statements of net position, revenues and expenses, changes in net position, and cash flows on a combined College-wide basis.

The College's policy is to define operating activities in the statements of revenues and expenses as those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities including the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

The Mount Wachusett Community College Foundation, Inc. (the "Foundation") is a legally separate tax-exempt organization. The Foundation was formed in 1971 to render financial assistance and support to the educational programs and development of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2021 and 2020 and is therefore discretely presented in the College's financial statements.

The Foundation is a private not-for-profit organization that reports in accordance with standards of the Financial Accounting Standards Board ("FASB"), including ASC 958-205, Presentation of Financial Statements for Not-for-Profit Entities. Accordingly, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

Complete financial statements can be obtained from the Foundation's administrative offices in Gardner, Massachusetts.

Net Position

Resources are classified for accounting purposes into the following four net position categories:

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

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

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

Unrestricted: All other categories of net assets. Unrestricted net assets may be designated by actions of the College's Board of Trustees (the "Board of Trustees")

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

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

Trust Funds

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

Cash and Equivalents

The College considers all highly liquid debt instruments with original maturity dates of three months or less, whether held in its own accounts or by State agencies on its behalf, to be cash equivalents.

Cash Held by State Treasurer

Cash held by State Treasurer represents funds accessible by the College held by the Commonwealth of Massachusetts for payroll.

Deposits Held by MSCBA

Deposits held represent funds held by the Massachusetts State College Building Authority ("MSCBA") for specific projects.

Investments

Investments in marketable securities are stated at fair market value. Dividends, interest, and net gains or losses are reported in the statements of revenues and expenses. Any net earnings not expended are included in net position categories as follows:

- (i) As increases in restricted - nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;
- (ii) As increases in restricted - expendable net position if the terms of the gift or the College's interpretation of relevant State law imposes restrictions on the current use of the income or net gains. The College has relied upon the Attorney General's interpretation of State law that unappropriated endowment gains should generally be classified as restricted - expendable; and
- (iii) As increases in unrestricted net position in all other cases.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Allowance for Doubtful Accounts

Accounts and pledges receivable are periodically evaluated for collectability based on past history with students.

Capital Assets

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

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

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

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2021 and 2020. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of State service at June 30, 2021 and 2020. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Fringe Benefits

The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, and workers' compensation benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employees on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation is assessed separately to the College based on the College's actual experience.

Student Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs, tuition received for the following academic year, advance theater ticket sales, and unexpired health center memberships are deferred and recorded as revenues as earned.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post-employment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Tuition and Fees

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

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Tax Status

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

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension and net OPEB liabilities.

New Governmental Accounting Pronouncements

GASB Statement 87 – Leases is effective for periods beginning after June 15, 2021. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this standard.

GASB Statement 91 – Conduit Debt Obligations is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt.

GASB Statement 92 – Omnibus 2020 is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

GASB Statement 94 – Public-Private and Public-Public Partnerships and Availability Payment Arrangements is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset.

GASB Statement 96 – Subscription-Based Information Technology Arrangements (SBITA) is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use-asset and a corresponding liability would be recognized for SBITAs.

GASB Statement 97 – Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absence of a governing board of the potential component unit, the situation should be treated as the same as the primary government appointing a majority of the potential component unit's governing board.

Management is in the process of evaluating these pronouncements and has not yet determined their impact on the financial statements.

Reclassification

Certain amounts in the 2020 financial statements have been reclassified to conform to the 2021 presentation; however, there was no change to the net position.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 2 - Cash and Equivalents

Custodial credit risk is the risk that in the event of a financial institution's failure, the College would not be able to recover its deposits in full. The College periodically maintains cash balances in excess of the Federal Deposit Insurance Corporation ("FDIC") insurable limits. The standard FDIC insurance amount is \$250,000 per depositor, per insured bank, for each ownership category. Some of the College's deposits are made in domestic banks that are insured with supplemental insurance for those accounts exceeding the federally insured limits.

For the banks without supplemental insurance, management monitors the financial condition of banking institutions, along with its cash balances, to keep this potential risk to a minimum. At June 30, 2021 and 2020, the carrying amount of the College's bank balances were \$8,902,151 and \$7,550,071, respectively. The College had deposits of \$6,657,430 and \$5,000,754 in excess of FDIC and other supplemental insurance at June 30, 2021 and 2020, respectively, which were exposed to custodial credit risk and are uncollateralized.

Note 3 - Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from State-appropriated funds totaled \$7,039,201 and \$2,309,732 at June 30, 2021 and 2020, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - Investments

Investment Policy

In accordance with Chapter 15A of the Massachusetts General Laws, The College's Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the State Legislator or derived from federal allocation. The primary objective of the College's investment policy is to provide a source of liquidity, income, and capital appreciation for the College. The College's investments are comprised of short-term/liquid investments, which include cash and other short-term investments expected to mature within three years, and long-term investments, which include bonds, equities, and other investments expected to mature within three to ten years. Investments identified as endowment funds are designed to ensure a total return sufficient to preserve and enhance the principal of the funds and provide a dependable source of revenue for the identified purposes.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Concentration of Credit Risk

The College places no limit on the amount it may invest in any one issuer. The College had no investments exceeding 5% of its total investment balance as of June 30, 2021 and 2020. Under accounting principles generally accepted in the United States of America, investments issued or explicitly guaranteed by the Federal Government and mutual funds are specifically excluded for purposes of determining concentration of credit risk disclosures.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the College will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the College, or are held by either the counterparty or the counterparty's trust department or agent but not in the College's name. The College's policy is to hold all investments in its name.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College does not have a formal policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or counterparty to an investment will not fulfill its obligations. The College's investment policy establishes guidelines for permissible investments, which include certificates of deposits, mutual funds, equities, and bonds.

Disclosure of Credit Risk and Maturities of Debt Securities

Certificates of deposits of \$565,063 and \$561,188 at June 30, 2021 and 2020, respectively, are stated at fair value, mature in less than one year and had an unrated credit risk. The College holds no debt securities with a maturity date greater than one year.

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Fair Value Measurements

The College's investments have been categorized based upon the fair value hierarchy in accordance with GASB 72 below.

Level 1 - Observable market prices (unadjusted) in active markets for identical assets or liabilities that the College can access at measurement date.

Level 2 - Observable market-based inputs or unobservable inputs that are corroborated by market data.

Level 3 - Unobservable inputs that are not corroborated by observable market data.

The following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2021.

Certificates of Deposit: Valued at initial investment cost plus accrued interest.

Equities: Valued at the closing price reported on the active market on which the individual securities are traded.

Mutual Funds: Valued at the daily closing price as reported by the fund. Mutual funds are open-end funds that are registered with the Securities and Exchange Commission and are deemed to be actively traded.

The College's investments at fair value measurement are as follows at June 30,:

	June 30, 2021			
	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:				
Certificates of deposit	\$ -	\$ 565,063	\$ -	\$ 565,063
Mutual funds	175,313	-	-	175,313
Equities	<u>2,808,780</u>	<u>-</u>	<u>-</u>	<u>2,808,780</u>
Total investments at fair value	<u>\$2,984,093</u>	<u>\$ 565,063</u>	<u>\$ -</u>	<u>\$ 3,549,156</u>
	June 30, 2020			
	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:				
Certificates of deposit	\$ -	\$ 561,188	\$ -	\$ 561,188
Mutual funds	232,823	-	-	232,823
Equities	<u>1,915,682</u>	<u>-</u>	<u>-</u>	<u>1,915,682</u>
Total investments at fair value	<u>\$2,148,505</u>	<u>\$ 561,188</u>	<u>\$ -</u>	<u>\$ 2,709,693</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Foundation

Investments of the Foundation are stated at fair value and consist of the following at June 30,:

	<u>2021</u>	<u>2020</u>
Equities	\$ 4,639,669	\$ 3,364,154
Fixed-income funds	<u>1,546,949</u>	<u>1,734,824</u>
	<u>\$ 6,186,618</u>	<u>\$ 5,098,978</u>

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the respective component unit for more information.

Note 5 - Accounts Receivable

The accounts receivable balance comprises the following at June 30,:

	<u>2021</u>	<u>2020</u>
Student accounts receivable	\$ 1,725,064	\$ 2,178,104
Grants receivable	2,779,584	1,224,734
Other receivables	<u>357,188</u>	<u>711,831</u>
	4,861,836	4,114,669
Less: allowance for doubtful accounts	<u>1,214,927</u>	<u>1,786,344</u>
	<u>\$ 3,646,909</u>	<u>\$ 2,328,325</u>

MOUNT WACHUSETT COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 6 - Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Land		\$ 40,704	\$ -	\$ -	\$ -	\$ 40,704
Construction in progress		-	405,041	-	-	405,041
Total capital assets non-depreciable		40,704	405,041	-	-	445,745
Building, including improvements	25-40	90,566,971	767,480	-	-	91,334,451
Furnishing and equipment (including cost of capital leases)	3-5	4,967,860	185,527	-	-	5,153,387
Books	5	408,323	-	-	-	408,323
Total depreciable assets		95,943,154	953,007	-	-	96,896,161
Less: accumulated depreciation						
Building, including improvements		25,579,838	2,458,268	-	-	28,038,106
Furnishings and equipment		4,500,073	238,649	-	-	4,738,722
Books		408,323	-	-	-	408,323
Total accumulated depreciation		30,488,234	2,696,917	-	-	33,185,151
Capital assets, net		\$ 65,495,624	\$ (1,338,869)	\$ -	\$ -	\$ 64,156,755

MOUNT WACHUSETT COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Capital asset activity for the year ended June 30, 2020 was as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Land		\$ 40,704	\$ -	\$ -	\$ -	\$ 40,704
Construction in progress		5,475,095	-	-	(5,475,095)	-
Total capital assets non-depreciable		5,515,799	-	-	(5,475,095)	40,704
Building, including improvements	25-40	81,273,856	3,818,020	-	5,475,095	90,566,971
Furnishing and equipment (including cost of capital leases)	3-5	4,967,860	-	-	-	4,967,860
Books	5	408,323	-	-	-	408,323
Total depreciable assets		86,650,039	3,818,020	-	5,475,095	95,943,154
Less: accumulated depreciation						
Building, including improvements		23,297,624	2,282,214	-	-	25,579,838
Furnishings and equipment		4,198,274	301,799	-	-	4,500,073
Books		408,323	-	-	-	408,323
Total accumulated depreciation		27,904,221	2,584,013	-	-	30,488,234
Capital assets, net		\$ 64,261,617	\$ 1,234,007	\$ -	\$ -	\$ 65,495,624

MOUNT WACHUSETT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 7 - Long-Term Liabilities

Long-term liabilities at June 30, 2021 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes and bonds payable:					
Bonds payable	\$ 8,906,022	\$ -	\$ 641,852	\$ 8,264,170	\$ 659,859
Notes payable - related party	<u>111,979</u>	<u>-</u>	<u>111,979</u>	<u>-</u>	<u>-</u>
Total notes and bonds payable	<u>9,018,001</u>	<u>-</u>	<u>753,831</u>	<u>8,264,170</u>	<u>659,859</u>
Other long-term liabilities:					
Compensated absences	2,925,159	231,181	-	3,156,340	2,060,660
Workers' compensation	283,299	123,526	-	406,825	49,058
Net pension liability	7,313,373	152,397	-	7,465,770	-
Net OPEB liability	<u>13,786,949</u>	<u>-</u>	<u>4,180,253</u>	<u>9,606,696</u>	<u>-</u>
Total other long-term liabilities	<u>24,308,780</u>	<u>507,104</u>	<u>4,180,253</u>	<u>20,635,631</u>	<u>2,109,718</u>
	<u>\$ 33,326,781</u>	<u>\$ 507,104</u>	<u>\$ 4,934,084</u>	<u>\$ 28,899,801</u>	<u>\$ 2,769,577</u>

Long-term liabilities at June 30, 2020 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes and bonds payable					
Bonds payable	\$ 9,532,533	\$ -	\$ 626,511	\$ 8,906,022	\$ 641,852
Notes payable - related party	<u>217,621</u>	<u>-</u>	<u>105,642</u>	<u>111,979</u>	<u>111,979</u>
Total notes and bonds payable	<u>9,750,154</u>	<u>-</u>	<u>732,153</u>	<u>9,018,001</u>	<u>753,831</u>
Other long-term liabilities:					
Compensated absences	2,409,210	515,949	-	2,925,159	1,896,541
Workers' compensation	290,401	-	7,102	283,299	51,560
Net pension liability	9,091,855	-	1,778,482	7,313,373	-
Net OPEB liability	<u>19,894,729</u>	<u>-</u>	<u>6,107,780</u>	<u>13,786,949</u>	<u>-</u>
Total other long-term liabilities	<u>31,686,195</u>	<u>515,949</u>	<u>7,893,364</u>	<u>24,308,780</u>	<u>1,948,101</u>
	<u>\$ 41,436,349</u>	<u>\$ 515,949</u>	<u>\$ 8,625,517</u>	<u>\$ 33,326,781</u>	<u>\$ 2,701,932</u>

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Bonds Payable

The College issued a \$1,200,000 Massachusetts Health and Education Facilities Authority ("HEFA") Variable Rate Demand Revenue Bond, Capital Asset Program Issue, Series M-2 with interest of 1.67% payable monthly. Annual principal payments of \$60,000 commenced June 15, 2003 and reduced to annual payments of \$54,545 during fiscal year 2006. Under the HEFA Bond agreement, the College is required to maintain the ratio of gross tuition and fees to total debt service of at least 10:1. This bond matures in June 2022. The balance at June 30, 2021 and 2020 was \$54,545 and \$109,077, respectively.

The College issued a \$310,000 Clean Renewable Energy Bond ("CREB") through the Massachusetts Development Finance Agency. The bond is for fifteen years and is interest free. No interest has been imputed due to a lack of materiality. Annual principal payments in the amount of \$20,667 commenced on December 31, 2007. The bond matures in December 2021. The balance at June 30, 2021 and 2020 was \$20,667 and \$41,333, respectively.

In 2011, the College issued a \$2,145,000 Clean Renewable Energy Bond through the Massachusetts Development Finance Agency with interest at 3.5%. Annual principal payments of \$126,176 and bi-annual interest payments began May 2011 through maturity in May 2027. The balance at June 30, 2021 and 2020 was \$757,060 and \$883,236, respectively.

On October 1, 2010, the College issued a \$4,400,000 Clean Energy Investment Program Bond ("CEIP") through the Massachusetts Department of Capital Asset Management. The bond is for twenty years at 4.7% interest. Annual principal and interest payments in the amount of \$310,571 are due through January 2032. The balance at June 30, 2021 and 2020 was \$2,648,837 and \$2,831,968, respectively.

On March 6, 2014, the College issued a \$3,000,000 bond through the MSCBA. These funds are being used for the upgrade and renovation of the Haley Academic Center. The bond is for twenty years at the interest rate of 4.25%. The College is required to make bi-annual principal and interest payments beginning in May 2015. The bond matures in May 2034. The balance at June 30, 2021 and 2020 was \$2,240,000 and \$2,365,000, respectively.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

In 2017, the College issued a \$3,055,000 bond through Massachusetts State College Building Authority ("MSCBA"). These funds are being used to build a new student center. The bond is for twenty years at interest rates varying from 1.865% to 3.398%. The College is required to make bi-annual principal and interest payments beginning in November 2017. The bond matures in November 2036. The balance at June 30, 2021 and 2020 was \$2,543,061 and \$2,675,408, respectively.

Notes Payable - Related Party

During the year ended June 30, 2016, the College received a loan from the Foundation for \$500,000. This loan was repaid in annual payments of \$118,698, including interest at 6% per annum, beginning October 31, 2016 through October 31, 2020. A corresponding note receivable was recorded on the records of the Foundation. The note has been paid off as of June 30, 2021.

Future Maturities

Principal and interest on notes and bonds payable for the next five years are as follows:

Year Ending June 30,	Principal	Interest
2022	\$ 659,869	\$ 306,363
2023	608,158	284,348
2024	624,883	262,308
2025	642,112	239,326
2026	659,796	215,684
2027-2031	3,115,518	716,817
2032-2036	1,852,348	166,740
2037	101,486	1,738
	<u>\$ 8,264,170</u>	<u>\$ 2,193,324</u>

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Lease Commitments

The College also leases facilities and equipment under various operating leases. Rent expense for operating leases was \$1,563,051 and \$1,538,115 for the years ended June 30, 2021 and 2020, respectively. The following schedule summarizes future minimum payments under non-cancelable leases as of June 30, 2021:

Year Ending June 30,	
2022	\$ 1,615,682
2023	940,934
2024	323,276
2025	159,492
2026	<u>152,414</u>
	<u>\$ 3,191,798</u>

Note 8 - **Deferred Inflow of Resources**

The College has received advance funding related to various on-campus projections from the Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM"). Amounts not yet expended on these projects and that do not meet eligibility requirements as defined by GASB 33 *Accounting and Financial Reporting for Nonexchange Transactions* have been classified as deferred inflows of resources. The balance at June 30, 2021 and 2020 was \$4,411,867 and \$672,365, respectively.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 9 - Pension

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing, multiple-employer, defined benefit pension plan - the Massachusetts State Employees' Retirement System - administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which are available on-line from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by State appropriations. Pension funding for employees paid from State appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$2,440,327, \$2,323,354 and \$1,853,046 for the years ended June 30, 2021, 2020 and 2019, respectively.

For employees covered by SERS but not paid from State appropriations, the College is required to contribute at an actuarially determined rate. The rate was 14.66%, 14.08% and 12.06% of annual covered payroll for the fiscal years ended June 30, 2021, 2020 and 2019, respectively. The College contributed \$520,436, \$470,220 and \$497,656 for the fiscal years ended June 30, 2021, 2020 and 2019, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 60%, 66% and 68% of total related payroll for fiscal years ended 2021, 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021 and 2020, the College reported a liability of \$7,465,770 and \$7,313,373, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2021, the reporting date, was measured as of June 30, 2020, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2020. The net pension liability as of June 30, 2020, the reporting date, was measured as of June 30, 2019, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2021 and 2020. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2021 and 2020 relative to total contributions of all participating employers for the fiscal year. At June 30, 2021 and 2020, the College's proportion was 0.044% and 0.050%, respectively.

For the years ended June 30, 2021 and 2020, the College recognized pension benefit of \$(339,860) and pension expense of \$144,954, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

<u>Deferred Outflows of Resources Related to Pension</u>		
	<u>2021</u>	<u>2020</u>
Contributions subsequent to the measurement date	\$ 520,436	\$ 470,220
Change in plan actuarial assumptions	423,298	542,099
Differences between expected and actual experience	237,550	242,879
Differences between projected and actual earnings on pension plan investments	410,397	-
Changes in proportion - Commonwealth	5,638	12,912
Changes in proportion - internal	-	148,771
Total	<u>\$ 1,597,319</u>	<u>\$ 1,416,881</u>

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Differences between projected and actual earnings on pension plan investments	\$ -	\$ 109,089
Differences between expected and actual experience	48,309	95,114
Changes in proportion - Commonwealth	18,197	371
Changes in proportion - internal	<u>3,000,716</u>	<u>3,694,903</u>
Total	<u>\$ 3,067,222</u>	<u>\$ 3,899,477</u>

The College's contributions of \$520,436 and \$470,220 made during the fiscal years ending 2021 and 2020, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years ending <u>June 30,</u>	
2021	\$ (498,973)
2022	(404,638)
2023	(392,010)
2024	(497,514)
2025	<u>(197,204)</u>
	<u>\$ (1,990,339)</u>

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2021</u>	<u>2020</u>
Measurement date	June 30, 2020	June 30, 2019
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.15%	7.25%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2020 and 2019, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - reflects RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 set forward 1 year for June 30, 2020
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct) for June 30, 2019

The 2021 pension liability for the June 30, 2020 measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2020. The 2020 pension liability for the June 30, 2019 measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2019.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, are summarized in the following table:

Asset Class	2021		2020	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	39.0%	4.8%	39.0%	4.9%
Core Fixed Income	15.0%	0.7%	15.0%	1.3%
Private Equity	13.0%	8.2%	13.0%	8.2%
Portfolio Completion Strategies	11.0%	3.2%	11.0%	3.9%
Real Estate	10.0%	3.5%	10.0%	3.6%
Value Added Fixed Income	8.0%	4.2%	8.0%	4.7%
Timber/Natural Resources	4.0%	4.1%	4.0%	4.1%
	<u>100.0%</u>		<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 7.15% and 7.25% at June 30, 2021 and 2020, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,;

2021		
1.00% Decrease	Discount Rate	1.00% Increase
6.25%	7.25%	8.25%
\$ 9,836,614	\$ 7,465,770	\$ 5,517,122
2020		
1.00% Decrease	Discount Rate	1.00% Increase
6.25%	7.25%	8.25%
\$ 9,734,337	\$ 7,313,373	\$ 5,244,776

Note 10 - Other Post-Employment Benefits ("OPEB")

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Management of the SRBT is vested with the Board of Trustees, which consists of seven members, including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2020 and 2019, and as of the valuation date (January 1, 2019 and 2018), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions among the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.70% and 7.29% of annual covered payroll for the fiscal years ended June 30, 2021 and 2020, respectively. The College contributed \$273,287 and \$243,585 for the fiscal year ended June 30, 2021, and 2020, respectively, which is equal to 100% of the required contribution for each year.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2021 and 2020, the College reported a liability of \$9,606,696 and \$13,786,949, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2020 and 2019, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2020 and 2019, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2020 and 2019. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2020 and 2019, relative to total contributions, of all participating employers for the fiscal year. At June 30, 2021 and 2020, the College's proportion was 0.046% and 0.075%, respectively.

For the years ended June 30, 2021 and 2020, the College recognized OPEB benefit of \$(1,666,050) and \$(454,283), respectively.

The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

Deferred Outflows of Resources

	<u>2021</u>	<u>2020</u>
Contributions subsequent to the measurement date	\$ 273,287	\$ 243,585
Difference between expected experience	265,126	552,921
Changes in proportion due to internal allocation	351,379	547,680
Net difference between projected and actual earnings on pension plan investments	27,777	-
Changes in proportion from the Commonwealth of Massachusetts	14,559	33,617
Change in plan assumptions	<u>791,128</u>	<u>10,608</u>
Total	\$ <u>1,723,256</u>	\$ <u>1,388,411</u>

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Deferred Inflows of Resources

	<u>2021</u>	<u>2020</u>
Net difference between projected and actual earnings on pension plan investments	\$ -	\$ 6,341
Difference between expected experience	237,126	17,655
Changes in proportion due to internal allocation	9,630,583	6,167,049
Changes in proportion from the Commonwealth of Massachusetts	32,626	-
Change in plan assumptions	<u>928,454</u>	<u>2,073,203</u>
Total	\$ <u>10,828,789</u>	\$ <u>8,264,248</u>

The College's contributions of \$273,287 and \$243,585 made during the fiscal year 2021 and 2020, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ending <u>June 30,</u>	
2021	\$ (2,316,590)
2022	(2,271,748)
2023	(2,119,540)
2024	(2,110,112)
2025	<u>(560,830)</u>
Total	\$ <u>(9,378,820)</u>

Actuarial Assumptions

The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

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June 30, 2021 and 2020

Measurement date	June 30, 2020	June 30, 2019
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	4.0% per year
Investment rate of return	7.15%, net of OPEB plan investment expense, including inflation	7.25%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2020_b. Medicare and non-medicare benefits range from 4.04% to 6.70%	7.5%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 and 2024, then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for medical; 5.0% for EGWP through 2025, then 4.5% in 2026; 4.5% for administrative costs

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue to have the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 35% of employees currently opting out of active employee health coverage are assumed to elect to enroll in retiree coverage for measurement date June 30, 2020.
- 80% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later for measurement date June 30, 2019.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.

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Notes to the Financial Statements - Continued

June 30, 2021 and 2020

- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age		Retirement Age	
	2021		2020	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	28.0%	96.0%	25.0%	85.0%
POS/PPC	60.0%	0.0%	60.0%	0.0%
HMO	12.0%	4.0%	15.0%	15.0%

The actuarial assumptions used in the January 1, 2020 and 2019 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2018 and 2017 through December 31, 2019 and 2018, depending upon the criteria being evaluated.

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2019 and 2018 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2021 and 2020 are the same as discussed in the Pension footnote number 9.

Discount Rate

The discount rate used to measure the total OPEB liability for 2021 and 2020 was 2.28% and 3.63%, respectively. These rates were based on a blend of the Bond Buyer Index rate (2.21% and 3.51%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date", when projected benefits are not covered by projected assets, is 2029 and 2025 for the fiscal years 2021 and 2020, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.15% and 7.25%, respectively, per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Health Care Cost Trend Rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

<u>2021</u>		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
(1.28%)	(2.28%)	(3.28%)
\$ 11,544,564	\$ 9,606,696	\$ 8,075,544
<u>2020</u>		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
(2.63%)	(3.63%)	(4.63%)
\$ 16,457,161	\$ 13,786,949	\$ 11,673,743

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Health Care Cost Trend Rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using health care cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current health care cost trend rates:

<u>2021</u>		
Current Health Care		
1.00% Decrease	Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
\$ 7,802,862	\$ 9,606,696	\$ 12,003,248
<u>2020</u>		
Current Health Care		
1.00% Decrease	Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
\$ 11,362,188	\$ 13,786,949	\$ 16,986,162

(A) - Current health care cost trend rate, as disclosed on page 51.

(B) - 1-percentage decrease in current health care cost trend rate, as disclosed on page 51.

(C) - 1-percentage increase in current health care cost trend rate, as disclosed on page 51.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 11 - Other Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2021, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Other Employee Benefits

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 12 - Restricted Net Position

College

The College has received funding to establish an endowment in which the earnings must be used to support research, education, and public programs in the humanities. As of June 30, 2021 and 2020, \$465,484 and \$367,457, respectively, of the endowment was nonexpendable, respectively. As of June 30, 2021 and 2020 earnings of \$41,950 and \$39,534, respectively, were available for expenditure within the purpose and guidelines of the endowment.

Foundation

The Foundation's restricted-expendable net position consists of the following at June 30,:

	<u>2021</u>	<u>2020</u>
Sterilite Student Success	\$ 2,484,471	\$ 1,903,267
Other scholarships	822,465	674,965
College to Career Project	229,635	81,732
Garrison Early Childhood Education	223,625	234,857
John Burton Scholarship	102,465	102,465
Needy Books Fund	82,102	88,438
Youth Venture	47,283	42,258
Haley Scholarship Fund	43,472	56,472
Robinson Broadhurst	6,200	43,474
Education Assistance Fund	<u>4,407</u>	<u>4,407</u>
	<u>\$ 4,046,125</u>	<u>\$ 3,232,335</u>

The Foundation also has nonexpendable net position of \$1,605,100 and \$1,248,358 at June 30, 2021 and 2020, respectively, which consists of scholarship endowment funds. The earnings on these funds are available to award student scholarships.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 13 - Contingencies

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

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there have been no settlements or court decisions on this matter. The College has not been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and would not be material to the College.

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

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

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances.

MOUNT WACHUSETT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 14 - Operating Expenses

The College's operating expenses, on a natural classification basis, are comprised of the following for the years ended June 30,:

	<u>2021</u>	<u>2020</u>
Compensation and Benefits	\$ 35,613,789	\$ 34,094,532
Supplies and services	6,559,737	10,594,006
Depreciation	2,696,917	2,584,013
Scholarships and fellowships	<u>4,972,638</u>	<u>3,686,844</u>
	<u>\$ 49,843,081</u>	<u>\$ 50,959,395</u>

Note 16 - Pass-Through Grants

The College distributed \$3,585,807 and \$4,893,088 during the years ended June 30, 2021 and 2020, respectively, for student loans through the U.S. Department of Education Federal Direct Lending Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 15 - Massachusetts Management Accounting and Reporting System

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

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2021 and 2020

The College's State appropriations are comprised of the following at June 30,:

	<u>2021</u>	<u>2020</u>
Direct unrestricted appropriations	\$ 16,716,289	\$ 16,704,664
Add: Fringe benefits for benefited employees on the State payroll	5,997,879	5,854,592
Less: Day school tuition remitted to the State and included in tuition and fees revenue	<u>(287,404)</u>	<u>(326,761)</u>
Total unrestricted appropriations	22,426,764	22,232,495
Capital appropriations	1,172,522	3,733,501
Restricted appropriations	<u>283,386</u>	<u>27,775</u>
Total Appropriations	<u>\$ 23,882,672</u>	<u>\$ 25,993,771</u>

A reconciliation between the College and MMARS as of June 30, 2021 and 2020 is as follows (unaudited):

	<u>2021</u>	<u>2020</u>
Revenue per MMARS	\$ 31,925,724	\$ 31,255,864
Revenue per College	<u>31,925,724</u>	<u>31,255,864</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

**REQUIRED SUPPLEMENTARY
INFORMATION**

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2019	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.044%	0.050%	0.069%	0.080%	0.083%	0.118%	0.100%
Proportionate share of the collective net pension liability	\$ 7,465,770	\$ 7,313,373	\$ 9,091,855	\$ 10,269,022	\$ 11,503,109	\$ 13,481,424	\$ 7,434,353
College's covered payroll	\$ 3,339,631	\$ 4,126,501	\$ 5,334,745	\$ 6,291,568	\$ 6,338,995	\$ 7,136,429	\$ 2,467,743
College's proportionate share of the net pension liability as a percentage of its covered payroll	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%	301.26%
Plan fiduciary net position as a percentage of the total pension liability	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 520,436	\$ 470,220	\$ 497,656	\$ 628,433	\$ 626,011	\$ 599,035	\$ 741,475
Contributions in relation to the statutorily required contribution	<u>(520,436)</u>	<u>(470,220)</u>	<u>(497,656)</u>	<u>(628,433)</u>	<u>(626,011)</u>	<u>(599,035)</u>	<u>(741,475)</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 3,550,041	\$ 3,339,631	\$ 4,126,501	\$ 5,334,745	\$ 6,291,568	\$ 6,338,995	\$ 7,136,429
Contribution as a percentage of covered payroll	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2021 and 2020

Note 1 - Change in Plan Actuarial and Assumptions

Measurement date – June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – was changed from reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct) to reflects RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 set forward 1 year

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2021 and 2020

Note 1 - Change in Plan Actuarial and Assumptions - Continued

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0%, depending on group and length of service, to a range of 4.0% to 9.0%, depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately \$400 million as of June 30, 2016.

See Independent Auditor's Report.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2021 and 2020

Note 1 - Change in Plan Actuarial and Assumptions - Continued

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who, upon election of the ERI, retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

See Independent Auditor's Report.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.046%	0.075%	0.107%	0.114%
Proportionate share of the collective net OPEB liability	\$ 9,606,696	\$ 13,786,949	\$ 19,894,729	\$ 19,973,298
College's covered payroll	\$ 3,339,631	\$ 4,126,501	\$ 5,334,745	\$ 6,291,568
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	6.40%	6.96%	6.01%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Years Ended June 30,

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 273,287	\$ 243,585	\$ 362,888	\$ 475,799
Contributions in relation to the statutorily required contribution	<u>(273,287)</u>	<u>(243,585)</u>	<u>(362,888)</u>	<u>(475,799)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 3,550,041	\$ 3,339,631	\$ 4,126,501	\$ 5,334,745
Contribution as a percentage of covered payroll	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MOUNT WACHUSETT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB

June 30, 2021

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2021

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate

The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale

The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate

The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

The original health care trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB - Continued

June 30, 2021

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The health care trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.92% based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT
AUDITING STANDARDS***



Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Mount Wachusett Community College
Gardner, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Mount Wachusett Community College (the "College"), which comprise the statements of net position as of June 30, 2021, and the related statements of revenues and expenses, changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and we have issued our report thereon dated December 22, 2021.

Internal Control Over Financial Reporting

In planning and performing our audits of the financial statements, we considered the College's internal control over financial reporting ("internal control") as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

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

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**Certified Public Accountants
Braintree, Massachusetts**

December 22, 2021

Appendix C

Supporting Documents Provided Electronically by Standard

STANDARD ONE: MISSION AND PURPOSE			
DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
Current Institutional Vision statement	002	2021	Heather Layton
MWCC Strategic Plan External and Internal Reviews of Plan (Folder)	004	2019	Heather Layton
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
By-Laws of the Board of Trustees MWCC	011		President's Office
Board of Trustee Minutes (folder)	013	Various	President's Office
Reports of student learning in areas such as service learning, information literacy, study abroad, leadership	028		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC Board of Trustees Self Evaluation Process and Form	056		President's Office
Institutional policies on scholarship and role of research for faculty IRB Policies	059		Academic Affairs
Promotion and tenure criteria and process	060		See #015 MCCC Day Article 11 & 14
Policy on faculty workload and assignment	063		See #015 MCCC Day Article 12
MWCC BOT Training	069		President's Office
MWCC Program Admissions Info Documents 2015	071	2015	Marcia Rosbury-Henne
MWCC IT PL07 Physical Security Policy	091		Dan Horlander
MWCC IT PL12 Business Continuity Policy	092		Dan Horlander
Presidents Annual Performance Reports Folder	121		Planning Office
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
MWCC Strategic Enrollment Plan 2015-2017	148		Margaret Jaillet
MWCC Strategic Plan Working Draft 01.20.22	166	2022	President's Office
MWCC Integrated Planning - Mission Vision Values	180	2019	Cheryl Oliveri
Brewer Center_CCLE_Report_2016_Web	182	2016	Shelley Nicholson
Brewer_Center_Civic_Engagement_Student_Outcomes	183		Shelley Nicholson
Brewer_Center_Civic_Learning_Community Engagement_Reports	184		Shelley Nicholson
Brewer_Center_FY2020 Data_and_Event_Report	185	2020	Shelley Nicholson
Brewer_Center_FY2021 Data_and_Event_Report	186	2021	Shelley Nicholson
Brewer_Center_CCLCE_Annual_Report	187	2014	Shelley Nicholson

STANDARD ONE: MISSION AND PURPOSE			
DOCUMENT TITLE	File #	Year(s)	Source
Brewer_Center_FY2021 Annual_Report_Summary	188	2021	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2017	189	2017	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2018	190	2018	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2019	191	2019	Shelley Nicholson
MWCC Draft Mission Statement Pending DHE Approval 6_2022	252	2022	Cheryl Oliveri
MWCC Draft Vision Statement Pending DHE Approval 6_2022	253	2022	Cheryl Oliveri

STANDARD 2: PLANNING AND EVALUATION			
DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
Current Institutional Vision statement	002	2021	Heather Layton
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
MWCC Strategic Plan External and Internal Reviews of Plan (Folder)	004	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Retention Plan Draft (2020)	006	2022	Missi Sargent
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
MWCC Strategic Plan Working Group Meeting Materials and Minutes (Folder)	008	2019	Heather Layton
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Board of Trustee Minutes (folder)	013	Various	President's Office
MWCC FY2023_2026_Strategic Plan (August 2022 version)	017	2022	Heather Layton
College Catalog & Student Handbook: 2022-2023	023	2022_2023	Records
Institutional learning outcomes (ISLO)	024		Academic Affairs
Institutional Policy Acknowledgement	027		Human Resources
Reports of student learning in areas such as service learning, information literacy, study abroad, leadership	028		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
MWCC FY2023_2026 Operational Plan (August 2022 version)	032	2022	Heather Layton
Academic Program and Department Review Schedule	033		Rick Skinner
Academic Program Review Process & Guidelines	034		Academic Affairs
Academic Program Reviewer and Site Visit	035		Academic Affairs
Emergency Management Plan April 2020	036	2020	
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Student Survey Results (folder)	042		OIRA
Campus Police Annual Reports (folder)	043		Jason Zelesky
Acknowledgement of Policies	045		Human Resources
Liberal Arts Title Changes Memo DHE_09.21.2017	046	2017	Academic Affairs
Academic Program Review Folder	047	2021	Academic Affairs
MWCC Annual Audit FY2020	049	2020	Sandra Quaye
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky

STANDARD 2: PLANNING AND EVALUATION

DOCUMENT TITLE	File #	Year(s)	Source
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
Professional Development Fund awards (2015 - 2021)	054	2015_2021	Rick Skinner
Board of Trustees Finance Committee Minutes (folder)	055	Various	Laurie Snoonian
MWCC Board of Trustees Self Evaluation Process and Form	056		President's Office
MA BHE Evaluation of Community College President	057		President's Office
MWCC Policy on Student Records	058		Megan Warfield
Institutional policies on scholarship and role of research for faculty IRB Policies	059		Academic Affairs
Faculty hiring plans, overall and by academic unit	061		See #015 MCCC Day Article 16
List of teaching support workshops for part-time and adjunct faculty Professional Day Agendas	065		Academic Affairs
Academic Support Center Professional Development Opportunities by Semester	067		Robert Koch
MWCC BOT Training	069		President's Office
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Program Admissions Info Documents 2015	071	2015	Marcia Rosbury-Henne
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton
MWCC Academic Program Additions, Deletions & Revisions (2017-2022)	080	2017_2022	Megan Warfield
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
MWCC Early Retirement Program October 2019	090	2019	Human Resources
MWCC IT PL07 Physical Security Policy	091		Dan Horlander
MWCC IT PL12 Business Continuity Policy	092		Dan Horlander
MWCC Foundation FY 2020 Audit Final	097	2020	Carla Zottoli
IT Infrastructure Upgrades	099		Dan Horlander
IT Org Chart Spring 2021	100	2021	Dan Horlander
Library Instruction Details FALL 2016 - 2021	106	2016_2021	Library
Library Fall Instruction Details SPRING 2016 - 2020	110	2016_2020	Library
Library Consortia Agreement CWMARS FY 2021	113	2021	Library
Library Consortia Agreement FLO Agreement	114		Library
Library Consortia Agreements CWMARS FY 2016-2019	115	2016_2019	Library
Library Services and Resources for Students and Faculty During Covid-19 and Beyond	116		Library
Faculty Booklet Library ACRL Framework Final	120		Library
Presidents Annual Performance Reports Folder	121		Planning Office
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Academic Senate Standing Committee Rosters	124		Academic Senate

STANDARD 2: PLANNING AND EVALUATION

DOCUMENT TITLE	File #	Year(s)	Source
Library: Gate Count AYs 2008-2020	128	2008_2020	Library
Library: Reference Count 2016-2021	130	2016_2011	Library
Assessment Plan 2017_MP	131	2017	Academic Affairs
Academic Senate & Standing Committee Members 2021-2022	136	2021_2022	Academic Senate
ISLO Rubrics	137		Academic Affairs
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Co-Requisite Course Performance Analysis	141		Sara Williams
Gray Associates Report MWCC Program Portfolio Strategy 2017	145	2017	Academic Affairs
MWCC Strategic Enrollment Plan 2015-2017	148		Margaret Jaillet
Leominster Campus Signed Extension	153		Sandra Quaye
MA DHE Final Campus Strategic Planning Guidelines Procedures (2016_2017)	154	2016_2017	Heather Layton
MWCC FY2021 Audit Final_Financial Reports	155	2021	Sandra Quaye
MWCC Financial Trust Reports - 4th Quarter June 30, 2021	156	2021	Sandra Quaye
Central MA Regional Workforce Blueprint 2018-2022	162	2018_22	Cheryl Oliveri
State Authorization Reciprocity Agreement (SARA)	164		Academic Affairs
Annual Grant Funding from FY2011-FY2021 Results	165		Heather Layton Grants Development
MWCC Strategic Plan Working Draft 01.20.22	166	2022	President's Office
MA DHE Final Campus Strategic Planning Guidelines (2019_2020)	167	2019_2020	Cheryl Oliveri
MA DHE Strategic Planning TouchPoint Overview	168	2019_2020	Cheryl Oliveri
MWCC Integrated Planning Stakeholders Identified	169	2019	Cheryl Oliveri
MWCC Integrated Planning - Internal - Professional Day 2019	170	2019	Cheryl Oliveri
MWCC Integrated Planning - External - Business Roundtable Presentation	171	2019	Cheryl Oliveri
MWCC Integrated Planning - External - Chamber of Commerce Questions	172	2019	Cheryl Oliveri
MWCC Integrated Planning - External - External Scan Meetings and Attendees List	173	2019	Cheryl Oliveri
MWCC Integrated Planning Student Surveys Results	175	2019	Cheryl Oliveri
MWCC Integrated Planning - SAMPLE - Listening Session October 2019	176	2019	Cheryl Oliveri
MWCC Integrated Planning - Listening Session Schedule	177	2019	Cheryl Oliveri
MWCC Integrated Planning - Listening Session April_May_2021	178	2021	Cheryl Oliveri

STANDARD 2: PLANNING AND EVALUATION

DOCUMENT TITLE	File #	Year(s)	Source
MWCC Integrated Planning - Listening Session 2021 Comments By Goal	179	2021	Cheryl Oliveri
Brewer_Center_CCLE_Report_2016_Web	182	2016	Shelley Nicholson
Brewer_Center_Civic_Engagement_Student_Outcomes	183		Shelley Nicholson
Brewer_Center_Civic_Learning_Community Engagement_Reports	184		Shelley Nicholson
Brewer_Center_FY2020 Data_and_Event_Report	185	2020	Shelley Nicholson
Brewer_Center_FY2021 Data_and_Event_Report	186	2021	Shelley Nicholson
Brewer_Center_CCLCE_Annual_Report	187	2014	Shelley Nicholson
Brewer_Center_FY2021 Annual_Report_Summary	188	2021	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2017	189	2017	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2018	190	2018	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2019	191	2019	Shelley Nicholson
Academic Senate Constitution and Bylaws April 2022	195	2022	Academic Senate
Standard 3 Governance Communication and Process example	196	2022	Missi Sargent
All Campus Power Point President Vander Hooven - 12/7/2018	197	2018	President's Office
Math Dept Calc Course Sequence Request 2022	212	2022	OIRA
SOS Outcome Data (2013)	214	2013	Shelley Nicholson
MWCC Program Demand Gap Analysis	223	2022	OIRA
Assessment Plan_Draft (August 2022)	231	2022	John Eisler
Admissions Funnel Data by Program 2021-2022	239	2021_22	Marcia Rosbury-Henne
Admissions 2022 CRM Campaign Reports	240	2022	Marcia Rosbury-Henne
Admissions Spring 2022 Date Driven Plan	241	2022	Marcia Rosbury-Henne
Admissions Communications Plan (August 2022)	273	2022	Marcia Rosbury-Henne
Academic Plan Draft (August 2022)	274	2022	John Eisler

STANDARD THREE: ORGANIZATION AND GOVERNANCE

DOCUMENT TITLE	File #	Year(s)	Source
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
MWCC Strategic Plan Working Group Meeting Materials and Minutes (Folder)	008	2019	Heather Layton
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
By-Laws of the Board of Trustees MWCC	011		President's Office
Board membership and affiliation	012		President's Office
Board of Trustee Minutes (folder)	013	Various	President's Office
NUP Employee Handbook	014	2021_2022	Human Resources
MCCC Employee Handbook 2021 (#15) and Executive Summary (February 2022) (#15a)	015	2021_202	Human Resources
AFSME Employee Handbook	016	2021_2022	Human Resources
MWCC FY2023_2026_Strategic Plan (August 2022 version)	017	2022	Heather Layton
Institutional Policy Acknowledgement	027		Human Resources
DCE Employee Handbook	029		Human Resources
MWCC Non-Classified Staff Contract	030		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
MA BHE Evaluation of Community College President	057		President's Office
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC IT PL07 Physical Security Policy	091		Dan Horlander
MWCC IT PL12 Business Continuity Policy	092		Dan Horlander
Presidents Annual Performance Reports Folder	121		Planning Office
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Academic Senate Standing Committee Rosters	124		Academic Senate
Academic Senate & Standing Committee Members 2021-2022	136	2021_2022	Academic Senate
ThinkingStorm Usage Reports FY 2021	157	2021	Robert Koch
Dr. Julie Alig, Consultant, Presentation to the MWCC Board of Trustees	192	2022	Tiffany Parker/Julie Alig
Standard 3 Committee: Q&A with President Vander Hooven	193	2022	Missi Sargent
Standard 3 - List of Questions for the Board of Trustees	194	2022	Missi Sargent
Academic Senate Constitution and Bylaws April 2022	195	2022	Academic Senate
Standard 3 Governance Communication and Process example	196	2022	Missi Sargent

STANDARD THREE: ORGANIZATION AND GOVERNANCE

DOCUMENT TITLE	File #	Year(s)	Source
All Campus Power Point President Vander Hooven - 12/7/2018	197	2018	President's Office
SGA Constitution & Bylaws	213		Kathy Matson

STANDARD FOUR: THE ACADEMIC PROGRAM			
DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
Current Institutional Vision statement	002	2021	Heather Layton
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
MWCC Strategic Plan External and Internal Reviews of Plan (Folder)	004	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Retention Plan Draft (2020)	006	2022	Missi Sargent
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Perkins V Grant Comprehensive Local Needs Assessment August 2020	010	2020	Missi Sargent
Board of Trustee Minutes (folder)	013	Various	President's Office
MCCC Employee Handbook 2021 (#15) and Executive Summary (February 2022) (#15a)	015	2021_202	Human Resources
MWCC FY2023_2026_Strategic Plan (August 2022 version)	017	2022	Heather Layton
College Catalog & Student Handbook: 2017-2018	018	2017_2018	Records
College Catalog & Student Handbook: 2018-2019	019	2018_2019	Records
College Catalog & Student Handbook: 2019-2020	020	2019_2020	Records
College Catalog & Student Handbook: 2020-2021	021	2020_2021	Records
College Catalog & Student Handbook: 2021-2022	022	2021_2022	Records
College Catalog & Student Handbook: 2022-2023	023	2022_2023	Records
Institutional learning outcomes (ISLO)	024		Academic Affairs
Access & Transition Outcomes Analysis June 2017	025	2017	OIRA
Institutional Policy Acknowledgement	027		Human Resources
Reports of student learning in areas such as service learning, information literacy, study abroad, leadership	028		Human Resources
DCE Employee Handbook	029		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
MWCC FY2023_2026 Operational Plan (August 2022 version)	032	2022	Heather Layton
Academic Program and Department Review Schedule	033		Rick Skinner
Academic Program Review Process & Guidelines	034		Academic Affairs
Academic Program Reviewer and Site Visit	035		Academic Affairs
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Student Orientation Programs (folder)	041		Jason Zelesky

STANDARD FOUR: THE ACADEMIC PROGRAM			
DOCUMENT TITLE	File #	Year(s)	Source
Student Survey Results (folder)	042		OIRA
Faculty Academy Retention Rate Analysis May 2022	044	2022	OIRA
Acknowledgement of Policies	045		Human Resources
Liberal Arts Title Changes Memo DHE_09.21.2017	046	2017	Academic Affairs
Academic Program Review Folder	047	2021	Academic Affairs
Second Chance Pell Program Guide February 2021	048	2021	Adam Duggan
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
Board of Trustees Finance Committee Minutes (folder)	055	Various	Laurie Snoonian
Institutional policies on scholarship and role of research for faculty IRB Policies	059		Academic Affairs
Policy on faculty workload and assignment	063		See #015 MCCC Day Article 12
Policies on academic freedom	064		See #015 MCCC Day Article 7
List of teaching support workshops for part-time and adjunct faculty Professional Day Agendas	065		Academic Affairs
Academic Support Center 2015-2020 Tutor Visit Totals	068	2015_2020	Robert Koch
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Program Admissions Info Documents 2015	071	2015	Marcia Rosbury-Henne
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton
MWCC Academic Program Additions, Deletions & Revisions (2017-2022)	080	2017_2022	Megan Warfield
MWCC Organizational Structure	081		Human Resources
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
SACC MWCC LADC Renewal Letter 2021	094	2021	Margaret Jaillet
IT_Acceptable Use Policy	096		Heather Layton
MWCC Foundation FY 2020 Audit Final	097	2020	Carla Zottoli
IT Infrastructure Upgrades	099		Dan Horlander
IT Org Chart Spring 2021	100	2021	Dan Horlander
Library List of Databases	105		Library
Library Instruction Details FALL 2016 - 2021	106	2016_2021	Library
Library MOOC Modules to Outcomes to ISLO Map	109		Library
Library Fall Instruction Details SPRING 2016 - 2020	110	2016_2020	Library
Library Collaborate Student Feedback Survey Fall 2019-SAMPLE SURVEY	111	2019	Library
Library Consortia Agreement CWMARS FY 2021	113	2021	Library

STANDARD FOUR: THE ACADEMIC PROGRAM			
DOCUMENT TITLE	File #	Year(s)	Source
Library Consortia Agreement FLO Agreement	114		Library
Library Consortia Agreements CWMARS FY 2016-2019	115	2016_2019	Library
Library Services and Resources for Students and Faculty During Covid-19 and Beyond	116		Library
Library Collaborate Student Feedback Fall 2019 - SURVEY RESULTS	117	2019	Library
Library Database Usage Statistics	118		Library
Dental Hygiene Program Virtual Research Library Pilot Report	119		Library
Faculty Booklet Library ACRL Framework Final	120		Library
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Academic Senate Standing Committee Rosters	124		Academic Senate
Library: Faculty Surveys & Responses	125		Library
Library: Staff Surveys & Responses	126		Library
Library: Student Surveys & Responses April 2018	127	2018	Library
Library: Gate Count AYs 2008-2020	128	2008_2020	Library
Library: Reference Count 2016-2021	130	2016_2011	Library
Sabbatical Folder 1998-2021	132	1998_2021	Rick Skinner Jo-Ann Meagher
Dual Enrollment Program by Year Information Standard 4	133		Fagan Forhan
Early College Outcomes Infographic Data Tables	134		Fagan Forhan
Early College Outcomes Infographic	135		Fagan Forhan
Academic Senate & Standing Committee Members 2021-2022	136	2021_2022	Academic Senate
ISLO Rubrics	137		Academic Affairs
Capstone Course Guidance	138		Academic Affairs
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Co-Requisite Course Performance Analysis	141		Sara Williams
Ensuring Academic Integrity in Online Courses University of Toledo	142		Kim Colangelo
Faculty Academy Report Excerpt - Sp20 to Fall 2021	143	2020_2021	OIRA
Hanover Research Best Practices	144		Standard 4 Reference
Gray Associates Report MWCC Program Portfolio Strategy 2017	145	2017	Academic Affairs
MWCC Discontinued Programs DHE Approval 2020	146	2020	Margaret Jaillet
DHE Discontinuation Form CHD, CHC, HIM,MAA	147		Margaret Jaillet
MWCC VFA Early KPI Report_2018 Cohort	150	2018	Sara Williams
Self-placement Course Outcome Research September 9, 2021	152	2021	Sara Williams
Second Chance Pell Evaluator Report FY2018	159	2018	Tressa Stazinski

STANDARD FOUR: THE ACADEMIC PROGRAM			
DOCUMENT TITLE	File #	Year(s)	Source
Second Chance Pell MWCC Report FY2018	160	2018	Tressa Stazinski
Student Technology Guide	161		Dan Horlander
Central MA Regional Workforce Blueprint 2018-2022	162	2018_22	Cheryl Oliveri
DHE Common Assessment Policy 2019	163	2019	Academic Affairs
State Authorization Reciprocity Agreement (SARA)	164		Academic Affairs
Brewer_Center_CCLE_Report_2016_Web	182	2016	Shelley Nicholson
Brewer_Center_Civic_Engagement_Student_Outcomes	183		Shelley Nicholson
Brewer_Center_Civic_Learning_Community Engagement_Reports	184		Shelley Nicholson
Brewer_Center_FY2020 Data_and_Event_Report	185	2020	Shelley Nicholson
Brewer_Center_FY2021 Data_and_Event_Report	186	2021	Shelley Nicholson
Brewer_Center_CCLCE_Annual_Report	187	2014	Shelley Nicholson
Brewer_Center_FY2021 Annual_Report_Summary	188	2021	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2017	189	2017	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2018	190	2018	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2019	191	2019	Shelley Nicholson
Academic Senate Constitution and Bylaws April 2022	195	2022	Academic Senate
Standard 3 Governance Communication and Process example	196	2022	Missi Sargent
All Campus Power Point President Vander Hooven - 12/7/2018	197	2018	President's Office
Second Chance Pell Student Outcome Tracking (Spring 2017-Spring 2022)	201	2017_2022	Adam Duggan
Center for Teaching and Learning Graphic_August 2022	206	2022	Kim Colangelo
Mount101 Sample Screenshot	209		Sara Williams
SOS Outcome Data (2013)	214	2013	Shelley Nicholson
New Online Course Design Process Documents	219		Kim Colangelo
Voluntary Framework of Accountability 6Y Success Rates at CCs (folder)	221		OIRA
Auto Tech Skill Sheets	222		Shawn LaRoche
MWCC Program Demand Gap Analysis	223	2022	OIRA
Early College Enrollment by Partner High Schools (folder)	224		Fagan Forhan
Honors Program Reports (folder)	225		Dan Soucy
Nursing ACEN Self Study Materials	226	2021	Kim Shea
PTA Rubrics	227		Margaret Jaillet
Civic Engagement Student Outcomes Report (June 2018)	228	2018	OIRA
Evidence of Student Learning in BSTM School	229		Shawn LaRoche
PARAMEDIC PROGRAM_Letters of Support_Appendix C	230		Margaret Jaillet
Assessment Plan_Draft (August 2022)	231	2022	John Eisler
InvolveMount Plans_Kathy Matson	232		Kathy Matson

STANDARD FOUR: THE ACADEMIC PROGRAM			
DOCUMENT TITLE	File #	Year(s)	Source
Student Life Participants AY2020-2021_Kathy Matson	233	2020_21	Kathy Matson
Vet Tech Fall 2020 Semester Skills Report	236	2020	Tara Novak
Access & Transition Gateway to College Rates 2007_2019 (Dual Enrollment)	238	2007_2019	Fagan Forhan
NECHE Community Sessions Schedule 2021/22 (Additional Evidence Channel)	244	2021_22	Rick Skinner
MWCC VET Tech Application to DHE 2017	248	2017	Veronica Guay
MWCC NECHE DISTANCE LEARNING APPROVAL LETTER (STANDARD 4)	254		John Eisler
GRAY ASSOCIATES REPORT MARCH 2017	255	2017	John Eisler
MWCC CURRENT AND FUTURE PROGRAM RECOMMENDATIONS 2017	256	2017	John Eisler
MWCC PERKINS GRANT CLNA FINAL REPORT AUGUST 2020	257	2020	John Eisler
VERA INSTITUTE ARTICLE: Making the Grade (STANDARD 4) Second Chance Pell	258		Tressa Stazinski
NC-SARA MWCC Online Authorization Letter 2022 (STANDARD 4)	259	2022	John Eisler
MWCC Day Unit Salary Grid	260	2017	Human Resources
North Central Educational Opportunity Center Brochure	261	2017	Sandy Tavares/Valerie LaPorte/Veronica Guay
MWCC Student Activities_Intramurals (zip folder)	262		Kathy Matson
College and Career Alignment Plans (Folder)	263	2022	Marcia Rosbury-Henne
ASPIRE:Title III Grant_2011	264	2011	Cheryl Oliveri
Student Life Knowledge of Self Survey Results	268	2022	Kathy Matson
Evaluation of 2015_2020 Recruitment Plan	269	2015_20	Marcia Rosbury-Henne
Academic Plan Draft (August 2022)	274	2022	John Eisler

STANDARD FIVE: STUDENTS			
DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
Current Institutional Vision statement	002	2021	Heather Layton
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Retention Plan Draft (2020)	006	2022	Missi Sargent
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Perkins V Grant Comprehensive Local Needs Assessment August 2020	010	2020	Missi Sargent
College Catalog & Student Handbook: 2017-2018	018	2017_2018	Records
College Catalog & Student Handbook: 2018-2019	019	2018_2019	Records
College Catalog & Student Handbook: 2019-2020	020	2019_2020	Records
College Catalog & Student Handbook: 2020-2021	021	2020_2021	Records
College Catalog & Student Handbook: 2021-2022	022	2021_2022	Records
College Catalog & Student Handbook: 2022-2023	023	2022_2023	Records
Access & Transition Outcomes Analysis June 2017	025	2017	OIRA
Financial Aid Process in Catalog (weblink)	026		Financial Aid
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
Emergency Management Plan April 2020	036	2020	
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Student Orientation Programs (folder)	041		Jason Zelesky
Student Survey Results (folder)	042		OIRA
Second Chance Pell Program Guide February 2021	048	2021	Adam Duggan
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
Academic Support Center 2015-2020 Tutor Visit Totals	068	2015_2020	Robert Koch
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Program Admissions Info Documents 2015	071	2015	Marcia Rosbury-Henne
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
Annual TRIO Performance Reports 2015 - 2020	095	2015_2020	Sara Williams
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Library: Faculty Surveys & Responses	125		Library

STANDARD FIVE: STUDENTS			
DOCUMENT TITLE	File #	Year(s)	Source
Library: Staff Surveys & Responses	126		Library
Library: Student Surveys & Responses April 2018	127	2018	Library
Capstone Course Guidance	138		Academic Affairs
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Co-Requisite Course Performance Analysis	141		Sara Williams
MWCC VFA Early KPI Report_2018 Cohort	150	2018	Sara Williams
NECHE Letter re: Second Chance Pell_October 22, 2018	151	2018	Academic Affairs
Self-placement Course Outcome Research September 9, 2021	152	2021	Sara Williams
ThinkingStorm Usage Reports FY 2021	157	2021	Robert Koch
Second Chance Pell Evaluator Report FY2018	159	2018	Tressa Stazinski
Second Chance Pell MWCC Report FY2018	160	2018	Tressa Stazinski
Student Technology Guide	161		Dan Horlander
MWCC Integrated Planning - Mission Vision Values	180	2019	Cheryl Oliveri
Brewer Center_CCLE_Report_2016_Web	182	2016	Shelley Nicholson
Brewer_Center_Civic_Engagement_Student_Outcomes	183		Shelley Nicholson
Brewer_Center_Civic_Learning_Community Engagement_Reports	184		Shelley Nicholson
Brewer_Center_FY2020 Data_and_Event_Report	185	2020	Shelley Nicholson
Brewer_Center_FY2021 Data_and_Event_Report	186	2021	Shelley Nicholson
Brewer_Center_CCLCE_Annual_Report	187	2014	Shelley Nicholson
Brewer_Center_FY2021 Annual_Report_Summary	188	2021	Shelley Nicholson
Brewer Center_Civic_Engagement_Report_2017	189	2017	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2018	190	2018	Shelley Nicholson
Brewer_Center_Civic_Engagement_Report_2019	191	2019	Shelley Nicholson
Adult Education Reports (Desk Audits_Multiple Years (Folder))	198		Adam Duggan
Adult Education Program Quality Review_FY2021	199	2021	Adam Duggan
Second Chance Pell Advisory Meeting Updates	200		Adam Duggan
Second Chance Pell Student Outcome Tracking (Spring 2017-Spring 2022)	201	2017_2022	Adam Duggan
Finance Five Year Budget Projection FY 2022-2026	202	2022_2026	Heather Layton
ACT Advisor Numbers (Fall 2020 - Spring 2021)	203	2020_2021	Sara Williams
Financial Aid Candidates by Term (Fall 2016 - Summer 2022)	204	2016_2022	Sara Williams
MWCC Financial Aid: Student Financial Literacy Series (2019) - Sample Invitation	205	2019	Sara Williams
Leadership Series Attendance - Students (2021)	207	2021	Sara Williams
MWCC Operation Moneywise Financial Literacy Series - Sample Event Flyer	208		Sara Williams

STANDARD FIVE: STUDENTS			
DOCUMENT TITLE	File #	Year(s)	Source
Mount101 Sample Screenshot	209		Sara Williams
Auditors Report - MWCC Financial Statements June 30, 2021	210	2021	Sandra Quaye
CCAMPIS Financial Literacy Workshops Save the Date - Spring 2022	211	2022	Sara Williams
SGA Constitution & Bylaws	213		Kathy Matson
SOS Outcome Data (2013)	214	2013	Shelley Nicholson
Standard II SEM Assessment Points	215		Sara Williams
SUCCESS Fund Coordinating Committee Charter (2021)	217		Jason Zelesky
SUCCESS Initiative Program Narrative Report	218		Jason Zelesky
Workshop Save the Dates_CCAMPIS	220		Sara Williams
InvolveMount Plans_Kathy Matson	232		Kathy Matson
Student Life Participants AY2020-2021_Kathy Matson	233	2020_21	Kathy Matson
Spring 2018 Knowledge of Self Survey Results	234	2018	Kathy Matson
Spring 2019 Knowledge of Self Survey Results	235	2019	Kathy Matson
Spring 2022 - NECHE Community Sessions Feedback	237	2022	Rick Skinner
Access & Transition Gateway to College Rates 2007_2019 (Dual Enrollment)	238	2007_2019	Fagan Forhan
Admissions Funnel Data by Program 2021-2022	239	2021_22	Marcia Rosbury-Henne
Admissions 2022 CRM Campaign Reports	240	2022	Marcia Rosbury-Henne
Admissions Spring 2022 Date Driven Plan	241	2022	Marcia Rosbury-Henne
Cancellation for Non-payment Trends through Fall 2021	243	2021	OIRA
MWCC Student Activities_Intramurals (zip folder)	262		Kathy Matson
ASPIRE:Title III Grant_2011	264	2011	Cheryl Oliveri
English Comp Self Guided Placement AY 2022 - 2023	265	2022	Robert Koch
Math_Guided Self Placement AY2022-2023 Mathematics Survey	266	2022	Robert Koch
Evaluation of 2015_2020 Recruitment Plan	269	2015_20	Marcia Rosbury-Henne
Admissions Communications Plan (August 2022)	273	2022	Marcia Rosbury-Henne

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Retention Plan Draft (2020)	006	2022	Missi Sargent
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Perkins V Grant Comprehensive Local Needs Assessment August 2020	010	2020	Missi Sargent
MCCC Employee Handbook 2021 (#15) and Executive Summary (February 2022) (#15a)	015	2021_202	Human Resources
MWCC FY2023_2026_Strategic Plan (August 2022 version)	017	2022	Heather Layton
College Catalog & Student Handbook: 2022-2023	023	2022_2023	Records
DCE Employee Handbook	029		Human Resources
MWCC FY2023_2026 Operational Plan (August 2022 version)	032	2022	Heather Layton
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Student Survey Results (folder)	042		OIRA
Faculty Academy Retention Rate Analysis May 2022	044	2022	OIRA
Academic Program Review Folder	047	2021	Academic Affairs
Second Chance Pell Program Guide February 2021	048	2021	Adam Duggan
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
Professional Development Fund awards (2015 - 2021)	054	2015_2021	Rick Skinner
Institutional policies on scholarship and role of research for faculty IRB Policies	059		Academic Affairs
Promotion and tenure criteria and process	060		See #015 MCCC Day Article 11 & 14
Faculty hiring plans, overall and by academic unit	061		See #015 MCCC Day Article 16
Procedures for appointment of new faculty	062		See #015 MCCC Day Article 11
Policy on faculty workload and assignment	063		See #015 MCCC Day Article 12
Policies on academic freedom	064		See #015 MCCC Day Article 7
List of teaching support workshops for part-time and adjunct faculty Professional Day Agendas	065		Academic Affairs

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

DOCUMENT TITLE	File #	Year(s)	Source
Academic Support Center Supplemental Instruction Assignments by Semester	066		Robert Koch
Academic Support Center Professional Development Opportunities by Semester	067		Robert Koch
Academic Support Center 2015-2020 Tutor Visit Totals	068	2015_2020	Robert Koch
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
SACC MWCC LADC Renewal Letter 2021	094	2021	Margaret Jaillet
IT_Acceptable Use Policy	096		Heather Layton
Library Instruction Details FALL 2016 - 2021	106	2016_2021	Library
Library Fall Instruction Details SPRING 2016 - 2020	110	2016_2020	Library
Library Consortia Agreement CWMARS FY 2021	113	2021	Library
Library Consortia Agreement FLO Agreement	114		Library
Library Consortia Agreements CWMARS FY 2016-2019	115	2016_2019	Library
Library Services and Resources for Students and Faculty During Covid-19 and Beyond	116		Library
Faculty Booklet Library ACRL Framework Final	120		Library
Academic Senate Standing Committee Rosters	124		Academic Senate
Library: Faculty Surveys & Responses	125		Library
Library: Staff Surveys & Responses	126		Library
Library: Student Surveys & Responses April 2018	127	2018	Library
Library Professional Development 2015-2021	129	2015_2021	Laurie Snoonian
Sabbatical Folder 1998-2021	132	1998_2021	Rick Skinner Jo-Ann Meagher
Academic Senate & Standing Committee Members 2021-2022	136	2021_2022	Academic Senate
Capstone Course Guidance	138		Academic Affairs
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Co-Requisite Course Performance Analysis	141		Sara Williams
Faculty Academy Report Excerpt - Sp20 to Fall 2021	143	2020_2021	OIRA
NECHE Letter re: Second Chance Pell_October 22, 2018	151	2018	Academic Affairs
Second Chance Pell Advisory Meeting Updates	200		Adam Duggan
Second Chance Pell Student Outcome Tracking (Spring 2017-Spring 2022)	201	2017_2022	Adam Duggan
MWCC Financial Aid: Student Financial Literacy Series (2019) - Sample Invitation	205	2019	Sara Williams
Center for Teaching and Learning Graphic_August 2022	206	2022	Kim Colangelo
Leadership Series Attendance - Students (2021)	207	2021	Sara Williams
Mount101 Sample Screenshot	209		Sara Williams

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

DOCUMENT TITLE	File #	Year(s)	Source
Auditors Report - MWCC Financial Statements June 30, 2021	210	2021	Sandra Quaye
SOS Outcome Data (2013)	214	2013	Shelley Nicholson
Voluntary Framework of Accountability 6Y Success Rates at CCs (folder)	221		OIRA
Auto Tech Skill Sheets	222		Shawn LaRoche
Early College Enrollment by Partner High Schools (folder)	224		Fagan Forhan
Honors Program Reports (folder)	225		Dan Soucy
Nursing ACEN Self Study Materials	226	2021	Kim Shea
PTA Rubrics	227		Margaret Jaillet
Civic Engagement Student Outcomes Report (June 2018)	228	2018	OIRA
Evidence of Student Learning in BSTM School	229		Shawn LaRoche
Assessment Plan_Draft (August 2022)	231	2022	John Eisler
Vet Tech Fall 2020 Semester Skills Report	236	2020	Tara Novak
Academic Plan Draft (August 2022)	274	2022	John Eisler

STANDARD SEVEN: INSTITUTIONAL RESOURCES			
DOCUMENT TITLE	File #	Year(s)	Source
Current Institutional Mission statement	001	2021	Heather Layton
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
MWCC Strategic Plan External and Internal Reviews of Plan (Folder)	004	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Perkins V Grant Comprehensive Local Needs Assessment August 2020	010	2020	Missi Sargent
Board of Trustee Minutes (folder)	013	Various	President's Office
Institutional Policy Acknowledgement	027		Human Resources
MWCC FY2023_2026 Operational Plan (August 2022 version)	032	2022	Heather Layton
Emergency Management Plan April 2020	036	2020	
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Student Orientation Programs (folder)	041		Jason Zelesky
Student Survey Results (folder)	042		OIRA
Campus Police Annual Reports (folder)	043		Jason Zelesky
Acknowledgement of Policies	045		Human Resources
MWCC Annual Audit FY2020	049	2020	Sandra Quaye
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
Professional Development Fund awards (2015 - 2021)	054	2015_2021	Rick Skinner
Board of Trustees Finance Committee Minutes (folder)	055	Various	Laurie Snoonian
MWCC Board of Trustees Self Evaluation Process and Form	056		President's Office
MA BHE Evaluation of Community College President	057		President's Office
Procedures for appointment of new faculty	062		See #015 MCCC Day Article 11
List of teaching support workshops for part-time and adjunct faculty Professional Day Agendas	065		Academic Affairs
Academic Support Center Professional Development Opportunities by Semester	067		Robert Koch
MWCC BOT Training	069		President's Office
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton

STANDARD SEVEN: INSTITUTIONAL RESOURCES			
DOCUMENT TITLE	File #	Year(s)	Source
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
IT_Banner (Folder)	083		Dan Horlander
IT_Occulus (Folder)	084		Dan Horlander
IT_List of Technology Trainings	085		Dan Horlander
IT_Budget	086		Dan Horlander
IT_Blackboard Collaborate Ultra Stats	087		Dan Horlander
IT_MIS Evaluation	088		Dan Horlander
NUP Early Retirement Information (ERI) Memo 10/26/2018	089	2018	Human Resources
MWCC Early Retirement Program October 2019	090	2019	Human Resources
MWCC IT PL07 Physical Security Policy	091		Dan Horlander
MWCC IT PL12 Business Continuity Policy	092		Dan Horlander
IT_Acceptable Use Policy	096		Heather Layton
MWCC Foundation FY 2020 Audit Final	097	2020	Carla Zottoli
Gift Acceptance Policy Guidelines	098		Carla Zottoli
IT Infrastructure Upgrades	099		Dan Horlander
IT Org Chart Spring 2021	100	2021	Dan Horlander
Library Budget 2016 - 2020	101	2016_2020	Library
MWCC Foundation FY 2018 Final Audit	102	2018	Kathy Matson
MWCC Foundation FY 2019 Audit	103	2019	Kathy Matson
MWCC Foundation Initiatives	104		Kathy Matson
Library List of Databases	105		Library
Library Expenditures in Financial Resources FY 2020	107	2020	Library
Library Liabilities in Financial Resources FY2020	108	2020	Library
Library MOOC Modules to Outcomes to ISLO Map	109		Library
Library Collaborate Student Feedback Survey Fall 2019- SAMPLE SURVEY	111	2019	Library
Equipment and Technology Inventory Quality Control Policy March 26, 2021	112	2021	Heather Layton
Library Consortia Agreement CWMARS FY 2021	113	2021	Library
Library Consortia Agreement FLO Agreement	114		Library
Library Consortia Agreements CWMARS FY 2016-2019	115	2016_2019	Library
Library Services and Resources for Students and Faculty During Covid-19 and Beyond	116		Library
Library Collaborate Student Feedback Fall 2019 - SURVEY RESULTS	117	2019	Library
Library Database Usage Statistics	118		Library
Dental Hygiene Program Virtual Research Library Pilot Report	119		Library
Faculty Booklet Library ACRL Framework Final	120		Library

STANDARD SEVEN: INSTITUTIONAL RESOURCES			
DOCUMENT TITLE	File #	Year(s)	Source
Library: Faculty Surveys & Responses	125		Library
Library: Staff Surveys & Responses	126		Library
Library: Student Surveys & Responses April 2018	127	2018	Library
Library: Gate Count AYs 2008-2020	128	2008_2020	Library
Library: Reference Count 2016-2021	130	2016_2021	Library
Sabbatical Folder 1998-2021	132	1998_2021	Rick Skinner Jo-Ann Meagher
MWCC Strategic Enrollment Plan 2015-2017	148		Margaret Jaillet
Grant Development Reports FY2017-FY2021	149	2017_2021	Heather Layton
Leominster Campus Signed Extension	153		Sandra Quaye
MWCC FY2021 Audit Final_Financial Reports	155	2021	Sandra Quaye
MWCC Financial Trust Reports - 4th Quarter June 30, 2021	156	2021	Sandra Quaye
ThinkingStorm Usage Reports FY 2021	157	2021	Robert Koch
Student Technology Guide	161		Dan Horlander
Annual Grant Funding from FY2011-FY2021 Results	165		Heather Layton Grants Development
MWCC Foundation, Inc. FY2021 Audited Financials	181	2021	Sandra Quaye
All Campus Power Point President Vander Hooven - 12/7/2018	197	2018	President's Office
Finance Five Year Budget Projection FY 2022-2026	202	2022_2026	Heather Layton
Auditors Report - MWCC Financial Statements June 30, 2021	210	2021	Sandra Quaye
Standard 7 Data Forms (January 4, 2022)	216	2022	Heather Layton
SUCCESS Fund Coordinating Committee Charter (2021)	217		Jason Zelesky
SUCCESS Initiative Program Narrative Report	218		Jason Zelesky
PARAMEDIC PROGRAM_Letters of Support_Appendix C	230		Margaret Jaillet
Finance FCA Deficiencies Mount Wachusett 12/30/2021	242	2021	Sandra Quaye
Internal Control Manual (6/30/2018)	245	2018	Heidi Swift
Internal Control Manual (6/30/2020)	246	2020	Heidi Swift
MWCC Environment Technology Profile (Responses)	247		Ann Reynolds
Science Wing & Haley Building Renovation Final Report (May 2013)	250	2013	Sandra Quaye
LaChance Library Space Ideas Report	270	2022	Library
MWCC Paramedic Letter to MA DHE_3_17_2017	271	2017	Margaret Jaillet
MWCC FY 2021 Financial Statement Liabilities Debt (Notes from Audit)	275	2021	Sandra Quaye
Library and IT Budget Trends FY2019 to FY2023	276	2019 - 2023	

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS			
DOCUMENT TITLE	File #	Year(s)	Source
MWCC Strategic Plan FY20-FY25 11.19.19	003	2019	Heather Layton
MWCC Strategic Plan External and Internal Reviews of Plan (Folder)	004	2019	Heather Layton
Technology Plan 01.11.2021	005	2021	Dan Horlander
Library Institutional Report & Plan - 2019-2020	007	2019_2020	Library
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
College Catalog & Student Handbook: 2022-2023	023	2022_2023	Records
Institutional learning outcomes (ISLO)	024		Academic Affairs
Access & Transition Outcomes Analysis June 2017	025	2017	OIRA
Reports of student learning in areas such as service learning, information literacy, study abroad, leadership	028		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
MWCC FY2023_2026 Operational Plan (August 2022 version)	032	2022	Heather Layton
EMSI Economic Impact Executive Summary	039		OIRA
EMSI Economic Impact Main Report	040		OIRA
Faculty Academy Retention Rate Analysis May 2022	044	2022	OIRA
Academic Program Review Folder	047	2021	Academic Affairs
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
MWCC FY 2020-2025 Operational Plan	053	2020_25	Heather Layton
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Strategic Plan FY 2011-2014	072	2011_2014	Heather Layton
Developmental Math Placement Research Fall 2017	073	2017	OIRA
ENG098, 101 & 102 Research Aug 2017	074	2017	OIRA
ESL Research Request Aug 2017	075	2017	OIRA
First Year Experience (FYE) 101 Research Oct 2018	076	2018	OIRA
MAT092 Student Progression Research 4/25/2019	077	2019	OIRA
Online Students August 2017	078	2017	OIRA
Smart Start Evaluation 4/13/2017	079	2017	OIRA
MWCC Academic Program Additions, Deletions & Revisions (2017-2022)	080	2017_2022	Megan Warfield
MWCC Organizational Structure	081		Human Resources
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
Library Budget 2016 - 2020	101	2016_2020	Library
Library List of Databases	105		Library
Library Instruction Details FALL 2016 - 2021	106	2016_2021	Library
Library Expenditures in Financial Resources FY 2020	107	2020	Library

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS			
DOCUMENT TITLE	File #	Year(s)	Source
Library Liabilities in Financial Resources FY2020	108	2020	Library
Library MOOC Modules to Outcomes to ISLO Map	109		Library
Library Fall Instruction Details SPRING 2016 - 2020	110	2016_2020	Library
Library Collaborate Student Feedback Survey Fall 2019-SAMPLE SURVEY	111	2019	Library
Equipment and Technology Inventory Quality Control Policy March 26, 2021	112	2021	Heather Layton
Library Consortia Agreement CWMARS FY 2021	113	2021	Library
Library Consortia Agreement FLO Agreement	114		Library
Library Consortia Agreements CWMARS FY 2016-2019	115	2016_2019	Library
Library Services and Resources for Students and Faculty During Covid-19 and Beyond	116		Library
Library Collaborate Student Feedback Fall 2019 - SURVEY RESULTS	117	2019	Library
Library Database Usage Statistics	118		Library
Dental Hygiene Program Virtual Research Library Pilot Report	119		Library
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Library: Gate Count AYs 2008-2020	128	2008_2020	Library
Library Professional Development 2015-2021	129	2015_2021	Laurie Snoonian
Library: Reference Count 2016-2021	130	2016_2011	Library
Assessment Plan 2017_MP	131	2017	Academic Affairs
Sabbatical Folder 1998-2021	132	1998_2021	Rick Skinner Jo-Ann Meagher
Early College Outcomes Infographic Data Tables	134		Fagan Forhan
Early College Outcomes Infographic	135		Fagan Forhan
ISLO Rubrics	137		Academic Affairs
Capstone Course Guidance	138		Academic Affairs
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Co-Requisite Course Performance Analysis	141		Sara Williams
MWCC Discontinued Programs DHE Approval 2020	146	2020	Margaret Jaillet
DHE Discontinuation Form CHD, CHC, HIM,MAA	147		Margaret Jaillet
MWCC VFA Early KPI Report_2018 Cohort	150	2018	Sara Williams
Dr. Julie Alig, Consultant, Presentation to the MWCC Board of Trustees	192	2022	Tiffany Parker/Julie Alig
Adult Education Program Quality Review_FY2021	199	2021	Adam Duggan
MWCC Operation Moneywise Financial Literacy Series - Sample Event Flyer	208		Sara Williams
Math Dept Calc Course Sequence Request 2022	212	2022	OIRA
SOS Outcome Data (2013)	214	2013	Shelley Nicholson

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

DOCUMENT TITLE	File #	Year(s)	Source
Standard II SEM Assessment Points	215		Sara Williams
Voluntary Framework of Accountability 6Y Success Rates at CCs (folder)	221		OIRA
Auto Tech Skill Sheets	222		Shawn LaRoche
MWCC Program Demand Gap Analysis	223	2022	OIRA
Early College Enrollment by Partner High Schools (folder)	224		Fagan Forhan
Honors Program Reports (folder)	225		Dan Soucy
Nursing ACEN Self Study Materials	226	2021	Kim Shea
PTA Rubrics	227		Margaret Jaillet
Civic Engagement Student Outcomes Report (June 2018)	228	2018	OIRA
Evidence of Student Learning in BSTM School	229		Shawn LaRoche
PARAMEDIC PROGRAM_ Letters of Support_ Appendix C	230		Margaret Jaillet
Assessment Plan_ Draft (August 2022)	231	2022	John Eisler
InvolveMount Plans_ Kathy Matson	232		Kathy Matson
Student Life Participants AY2020-2021_ Kathy Matson	233	2020_21	Kathy Matson
Spring 2018 Knowledge of Self Survey Results	234	2018	Kathy Matson
Spring 2019 Knowledge of Self Survey Results	235	2019	Kathy Matson
Vet Tech Fall 2020 Semester Skills Report	236	2020	Tara Novak
Spring 2022 - NECHE Community Sessions Feedback	237	2022	Rick Skinner
Presidential Reports Metrics	249		OIRA
Weekly Enrollment Reports	251		OIRA
SENSE Survey 2018 Results and Responses (folder)	267	2018	OIRA
Academic Plan Draft (August 2022)	274	2022	John Eisler

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE			
DOCUMENT TITLE	File #	Year(s)	Source
Institutional profile (MWCC Profiles folder)	009	2018_2022	OIRA
Board membership and affiliation	012		President's Office
NUP Employee Handbook	014	2021_2022	Human Resources
MCCC Employee Handbook 2021 (#15) and Executive Summary (February 2022) (#15a)	015	2021_202	Human Resources
AFSME Employee Handbook	016	2021_2022	Human Resources
College Catalog & Student Handbook: 2017-2018	018	2017_2018	Records
College Catalog & Student Handbook: 2018-2019	019	2018_2019	Records
College Catalog & Student Handbook: 2019-2020	020	2019_2020	Records
College Catalog & Student Handbook: 2020-2021	021	2020_2021	Records
DCE Employee Handbook	029		Human Resources
MWCC Non-Classified Staff Contract	030		Human Resources
Student Government Association Bylaws (SGA) Trustees Updated (March 2021)	031	2021	Student Services
Emergency Management Plan April 2020	036	2020	
MWCC Master Plan 2012	037	2012	Sandra Quaye
Space Utilization Analysis 2006	038	2006	Sandra Quaye
MWCC Annual Audit FY2020	049	2020	Sandra Quaye
SENSE Student Survey Responses 2018	050	2018	OIRA
Student Life Enhancement Site Visit 2015	051	2015	Jason Zelesky
Student Life Enhancement Feasibility Study 2015	052	2015	Jason Zelesky
Board of Trustees Finance Committee Minutes (folder)	055	Various	Laurie Snoonian
MWCC Policy on Student Records	058		Megan Warfield
Procedures for appointment of new faculty	062		See #015 MCCC Day Article 11
Policies on academic freedom	064		See #015 MCCC Day Article 7
Academic Support Center 2015-2020 Tutor Visit Totals	068	2015_2020	Robert Koch
MWCC Strategic Plan FY 2015-2017	070	2015_2017	Heather Layton
MWCC Program Admissions Info Documents 2015	071	2015	Marcia Rosbury-Henne
MWCC Academic Program Accreditation Reports (Folder)	082		Academic Affairs
MWCC Strategic Plan Working Draft 02.01.21	122	2021	Planning Office
Noel Levitz SSI Survey – Executive Summary	140		OIRA
Standard 3 Governance Communication and Process example	196	2022	Missi Sargent
All Campus Power Point President Vander Hooven - 12/7/2018	197	2018	President's Office
Center for Teaching and Learning Graphic_August 2022	206	2022	Kim Colangelo

Appendix D

E-Series Making Assessment More Explicit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
At the Institutional Level: Institutional Student Learning Outcomes	Catalog; college website	Rubric development in progress for each of the ISLO's	Faculty, deans, VP of Academic Affairs; new assessment plan is being written to include the process of assessing the ISLO's	The new ISLOs are a result of the data collected on the former Gen Ed Competencies	The ISLOs were voted into the catalog for AY 2015/2016
Art	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course; Final portfolio with oral presentations	Art faculty; Art department curriculum meeting; Advisory board meeting	Streamlined the Art program into one major with course substitutions for the Mass Transfer agreement designated; Added Liberal Arts and Sciences - Art Concentration (LAART) for students interested in Art who want a Liberal Arts and Sciences degree; Added members to the art department advisory board.	2018-2019 Next review 2023-2024

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Automotive Technology	Catalog; Program sheets on website; Program sheets in Advising Center	NATEF mandated performance list of hands-on skills	Instructors evaluate students' performance and share results with advisory board	Developed an air conditioning course to meet NATEF standards; Dropped the GM program due to lack of student interest.	NATEF recertification 2015
	Catalog; Program sheets on website; Program sheets in Advising Center	Employment Post-graduation Survey ASE certification in one or more area	IR Department Faculty / Chair Dean Advisory Board Members	Increased the number of contract hours in order to apply for master-level technician training.	April 22, 2021 2025-2026
Bio-technology/ Bio-manufacturing	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course	Faculty; Department chair	Incorporated basic laboratory skills into Introduction to Biotechnology; Specific laboratory techniques used in all laboratories to ensure cohesion.	2015
	DEGREE PROGRAM NO LONGER OFFERED March 12, 2018 BTC101 Introduction to Biotechnology remains an active course and is listed as a professional elective within the Biology Degree				

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Business Administration	Catalog; Program sheets on website; Program sheets in Advising Center Catalog: Program Sheets on website. Program sheets in advising center.	Capstone course Transfer into 4-yr colleges and/or rate of employment	Faculty; Business department as a whole Department Chair and faculty who teach courses, advisory board, and annual surveys from students	Changes have been made to the methods used to explain how to write and present more effectively. Changes have been made by removing "capstone" from program. Transfer agreements have been reviewed and revised to meet new Mathematics requirements.	2018-2019 Next 2023-2024
Computer Information Systems	Catalog; Program sheets on website; Program sheets in Advising Center Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course Advisory board, capstone course, capstone project and oral presentation, student surveys, Blackboard gradebook history data, IR data, Conferences	Instructor shares the assessment data and results of the capstone course with members of the CIS department. CIS department using monthly department meetings, Professional Development Days, and prep time for the Annual and Five-Year Program reports	- CIS 219 capstone was modified to include more oral presentations, more writing opportunities, library instruction, and team projects; CIS 209 Java I has been modified to include a team-based final project. - CIS109 replaced with CIS150 to be consistent with FSU and continuity of the programming language - CIS150 allows multiple submission attempts for program assignments to ensure attainment of assignment outcomes - TestOut Software incorporated into CIS143 to provide WEB versions with	2019 Next 2023-24

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
				simulated PC repair experience rather than simply test taking • CIS224 updated to include database design, SQL and data driven application development • Discrete Math and Systems Programming added to CIT program • Multiple early writing assignments in capstone course to ensure an introduction, supporting examples, conclusion, references to outside sources and the APA writing style is correctly used. • Employment soft skills embedded into CIS121, 123, 128, 118 and 224 • CIS Student Learning Outcomes revised • Embedded Tutor in CIS150 students get a good start and are familiar with tutoring	

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Criminal Justice	Catalog; Program sheets on website; Program sheets in Advising Center MWCC Catalog, MWCC Criminal Justice website (course sequences, ISLO, Program SLO's etc.)	Capstone course Capstone course (CJU255) and accompanying assignments; artifacts reviewed by Learning Outcomes committee	The capstone professor interprets the evidence and shares it with the department and advisory board. CJ faculty and capstone instructor reviews submitted assignments and projects. Input and feedback from CJ advisory board used to develop nuanced improvements to program.	The capstone course has been revised to require weekly writing assignments to address an identified need for improved writing skills; Implemented OER Criminal Justice added a transfer track and eliminated the Corrections concentration; added PHL 220 Social & Political Philosophy to add relevant ethical and social justice material for future practitioners; Under the guidance of DHE, worked on CJ course alignment with other community colleges and four-year institutions to ensure ease of transfer credits	PCIPP accreditation: November 2020 5-year review 2021

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Dental Hygiene	Catalog; Program sheets on website; Program sheets in Advising Center College Catalogue and Student Handbook; Dental Hygiene Application and Information Packet; and Dental Hygiene Program Student Handbook	Capstone course; NBDHE and CDCA Exams Capstone course; Licensing exams: National Board Dental Hygiene Exam; CDCA ADEX CSCE and PTCA Exams; Graduate (Exit) Surveys; Employer Surveys; Student course evaluations; Patient Satisfaction Surveys	Faculty yearly curriculum review; NBDHE and CDCA monthly and annual reports; Advisory board Faculty and Director at annual Outcomes Assessment and Curriculum review; Advisory Board. *Note: 5/18/2021 Faculty are currently in the process of annual curriculum management reviews. Will update once completed	Implemented SafeAssign for research papers; Increased hands- on activities; Added professional interviews; Implemented reflection papers Revised Outcomes Assessment and Curriculum Management Plan as a result of preparation of Self-Study Report for the 2021 CODA Site Visit. Revised remediation policy. Specified number of Patient Care Competencies for special needs patient category. Increased Dentist supervision of Dental Clinic to include time for dentist to review schedule and prescribe various dental hygiene services.	April 14-16, 2021 Commission on Dental Accreditation (CODA) Site Visit. Next 2027-2028

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Dental Assisting	Catalog; Program sheets on website; Program sheets in Advising Center College Catalogue and Student Handbook, and Dental Assisting Program Student Handbook.	Competency exams; Clinical rotations; State licensure State Licensure; Employment; Dental Assisting National Board (DANB) "CDA" Credential; Student course evaluations; Graduate (Exit) Surveys; Employer Surveys;	Faculty yearly curriculum review; Advisory board Faculty and Director at annual Outcomes Assessment and Curriculum review; Advisory Board.	Added interactive assignments to Radiology course; Added more quizzes throughout the courses to better assess student learning. - Revised Outcomes Assessment and Curriculum Management Plan as a result of preparation of Self-Study Report for the 2021 CODA Site Visit. - Revised remediation policy. - Comprehensive Curriculum Review (Summer 2021). - Revisiting length of instructional/contact hour (50 min. vs. 60 min.) - Reduce capacity of DHY106 lab to 4 students as CODA Site Visitors noted materials lab space was inadequate for number of students assigned to the lab. - Increased Dentist supervision of Dental Clinic to include time for dentist to review schedule and prescribe radiographs on live patients.	April 14-16, 2021 Commission on Dental Accreditation (CODA) Site Visit. Next 2027-2028

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Early Childhood Education	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course; Practicum portfolio and course evaluation	Faculty; Cooperating teachers	Practicum added an assignment that requires students to read a book to the whole class that is evaluated by cooperating teacher.	2016-2017 Next 2021-2022
Fire Science Technology	Catalog; Program sheets on website; Program sheets in Advising Center Catalog: Program Sheets on website. Program sheets in advising center	Capstone course; standard exams Employment Graduation Survey Individual FESHE Certification	Faculty; Fire Science advisory board Faculty / Chair Advisory Board Members	Increased course offerings each semester; Continued use of FESHE Model Dual Enrollment established in several high schools via remote learning platform. Pathways program is part of the national initiative from NFA.	May 2020

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Graphic and Interactive Design	Catalog; Program sheets on website; Program sheets in Advising Center Catalog; college website; Program sheets in Advising Center	Capstone course; Service learning; Portfolio; Juried exhibition Capstone course; Service-learning projects; Portfolios; Juried exhibition	Faculty; Capstone instructor and 1-2 outside evaluators review student portfolios; Advisory board; Exhibit jurors evaluate student work GID faculty; Capstone instructor and outside evaluators review student portfolios; Advisory board identify gaps; Exhibit jurors evaluate student work	Combined the CGD Computer Graphic Design Print and CGW Computer Graphic Design Web degrees into one AS degree; Comprehensive course and program outcomes were written; New course added. Course curriculum and outcomes are revised/adjusted annually based on Advisory Board insights and feedback, including industry specific software and projects that our students should have in their portfolios to reflect industry needs. GID109 was revised by two adjunct faculty and GID chairperson to eliminate this as a barrier course.	2019 Next 2023-2024
Health Information Management	Program Closed in AY19-20Catalog; Program sheets on website; Program sheets in Advising Center	RHIT pass rate; Employer survey feedback; Practicum performance	Faculty; Program Director; PPE faculty coordinator; Assistant Dean	Revised syllabi; Dress code posted for students on Blackboard prior to PPE assignments.	Program Closed in AY19-20

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Human Services	Catalog; Program sheets on website; Program sheets in Advising Center Online Handbook	Capstone course Seminar course	Capstone instructor; Human Services, Psychology and Sociology faculty Full-time Faculty Member	Added a longer research paper; Added a class presentation with PowerPoint; Added more instruction on APA format New courses have, in the past, been added, which adds to the curriculum	2021
Interdisciplinary Studies	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course	Interdisciplinary Studies faculty	Changed General Studies to Interdisciplinary Studies; New capstone course implemented	2017-2018 Next 2022-2023
Liberal Arts and Sciences	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course; Retention data and job placement data	Capstone course instructor; department faculty; LAS Committee	The capstone course was designated ENG 290 Advanced Writing and Research to cover a wider breadth of outcomes Revised Mathematics and English curricula. Launched 2021	2021-2022

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Legal Studies	Catalog; Program sheets on website; Program sheets in Advising Center In both the College Catalogue and in the Legal Studies program sheets	Capstone course By successfully completing the required sequenced required courses in the program. Each LAW course utilizes exams, quizzes, research and writing projects and substantive and procedural case studies projects to evidence student competencies	Instructor; Advisory board The Department Chair, Adjunct Faculty, Members of the Advisory Board	Textbook changes; Implemented active learning strategies; Focused teaching on student learning outcomes The Legal Studies Program has removed CIS127 as a required course and added HIS121 (History of the Constitution) as a required course. It was determined that basic computing skills were not deficient with most students and a basic civic understanding of the U.S. Constitution needed to be better addressed.	2020 was the last comprehensive 5-year review and self-study of the Legal Studies Program Next 2024-2025
Manufacturing Technology - Plastics	Catalog; Program sheets on website; Program sheets in Advising Center	Laboratory exams	Instructors in the Manufacturing Technology courses do evaluations and share with department chair.	Increased two courses to 4 credit labs for more time on the equipment and multi-media; Additional hands-on lab work with multi-media modules added.	2018
DEGREE PROGRAM NO LONGER OFFERED March 5, 2019					
Medical Assisting	Catalog; Program sheets on website; Program sheets in Advising Center MWCC website	CAAHEP competencies; Portfolios; Certification exam; Externship evaluation	Faculty administer competency exams; Director reviews portfolios and externship evaluations.	Created a certificate program; Developed a Medical Assisting seminar to aid students in passing the certification exam.	2015-2016

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
	under the medical assisting student handbook	• board exam passing rate • employment rate • employer satisfaction rate • successful performance in the externship rotation	• a yearly program review is completed by the program director/ department chair and submits the report to the division dean • part of the program review is assessment of the learning outcomes • once the annual program review is submitted, the dean schedules a meeting with the program director/department chair to discuss the report	• major curriculum revision was made differentiating the certificate and the degree programs • improved board exam performance with 100% passing rate • incorporation of virtual lab and other clinical simulations to improve learning and clinical performance • addressed the unavailability of professional electives by substituting them with specific core courses in the degree program under the new curriculum • revision of course descriptions to align with the curricular changes • use of waiver liability form for invasive procedures • hiring of tutor for MAS 130 course • providing extra lab time for students to practice clinical skills • lab assistant was provided to improve student learning experience	

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
				student enrollment increased	
Medical Laboratory Technology	Catalog; Program sheets on website; Program sheets in Advising Center	Graduation rate; Employment rate; Certification exam (ASCP) results; Clinical evaluations; Employer surveys; Alumni surveys	Department Chair/Program coordinator; Advisory Board; NAACLS	Incorporation of more immunology into Intro courses; More emphasis on urinalysis review during preclinical.	Program Suspended in AY20-21
	DEGREE PROGRAM NO LONGER OFFERED as of Fall 2022				
Media Arts and Technology	Catalog; Program sheets on website; Program sheets in Advising Center	Capstone course	Department faculty; Sample productions screened for advisory board	Adjustments in training time, due dates and topics improved results in lower-level audio courses; New content in tandem with audio courses has improved student experience. Most recently one of our curriculum paths was partially rewritten and re-sequenced. Required courses from supporting departments have been switched.	2022

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Natural Resources/ Earth Sciences	Catalog; Program sheets on website; Program sheets in Advising Center Catalog, program sheets on website, program sheets at advising	Capstone course; Pre/post exam Practicum completion, successful graduation, transfer to four year school, obtain job in field	Department chair and adjuncts who teach the core NRD courses; Advisory board NRD department chair and faculty who teach courses, advisory board	EAS 125 removed as a core requirement and replaced with Professional Elective to offer students more choice; Added an advanced library workshop to program course sequence Modified Professional Electives	2022
Nursing – Associate Degree	Nursing Student Handbook; Catalog; Program sheets on website; Program sheets in Advising Center; Blackboard Nursing Education and Training site	Clinical evaluation; NCLEX-RN exam; ATI predictor exam; Advisory board feedback; Employer surveys	Faculty; Quarterly NCLEX reports	Test blueprinting; Requirement of exam grade average of 77% or better to pass and progress; Requirement ATI review	2022
Nursing – Practical Nursing Certificate	Nursing Student Handbook; Catalog; Program sheets on website; Program sheets in Advising Center; Course syllabi; Clinical Evaluation tool	NCLEX-PN exam; ATI predictor exam; Course assignments; Clinical evaluations; Employer surveys; Quarterly NCLEX reports	PN faculty each semester during formal planning days	PN faculty meet monthly as part of the Systematic Plan of Evaluation and make data-driven changes as needed on an ongoing basis.	2022
Physical Therapist Assistant	PTA Student Handbook; Catalog; Program sheets on website; Program	Licensure exam; Research project (written and oral presentation);	PTA core and adjunct faculty meet to complete the PTA Assessment Process.	Added Change in Healthcare Status form to assure all students are in compliance with technical standards; Added	Yearly Curriculum Reviews (May)

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
	sheets in Advising Center	Graduate and employer surveys; Successful completion of final clinical practicum with 77% or better		criteria that students who fail more than 3 practical examinations in any combination of PTA prefixed classes will fail the program. • PTA120/121 Integrated Clinical Experiences • Mandatory APTA Student Membership (paid via course fees) • PTA Tool Kit issued to each new student (paid via course fee) • PTA Program Tutoring available via Tutoring Center (provided by PTA Program adjunct instructor) • Clinical Eligibility Policy instituted Fall 2020 • Purchase of ICE (International Clinical Educators) - Innovative streaming video collections, of real patients and therapists, created to inspire clinical excellence for faculty, students and clinicians in occupational therapy and physical therapy programs.	Five-Year Program Review (2017/2012 most recent) CAPTE Annual Accreditation Report (Fall 2020 most recent) CAPTE Self-Study Report & Accreditation Visit (Fall 2022)

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Paramedic	The learning outcome which is published with our accreditor is to graduate a competent entry level paramedic.	Their results from passing the National Registry of Paramedics written and Practical didactic and psychomotor exam. Also, we are required to send out both graduate and employer surveys 6 month after graduation. Changes to the course have been developed from these survey results.	The program receives the testing results and evaluates them to see the programs strengths and weaknesses.	We have added a new course which specifically addresses reported deficit's in Special Operations, also course sequencing has been change to deliver material earlier.	October 1st, 2020. We have our executive analysis from our accreditor CoAEMSP. (Committee on Accreditation of EMS Programs). 2023-2024
Mathematics	Catalog; Program sheets on website; Program sheets in Advising Center.	Graduation rate; Employment rate; Acceptance into four-year institutions; Mass-Transfer rate.	Department Chair and full-time faculty.	Added two new courses such as Linear Algebra and Ordinary Differential Equations to better align with pathways leading to Associate degree in Math. Adopted new textbooks for Developmental math, Algebra & Pre-calculus. Launched a new course for healthcare professionals, Math for Meds.	New program. First review will be in 2023-2024

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Biology & CHEMISTRY	Catalog; Program sheets on website; Program sheets in Advising Center.	Variety of courses offered; followed SOP and lab safety; interpret results; mimics industry settings (team-work); Be familiar with different equipment; Transfer to 4 year U. Works as lab technician related to chemistry/biology or pharmacy settings	Faculty, deans, private companies, Job agencies, 4-year University admission	Continue to adjust courses of the curriculum for students that matches with 4 year U. requirement. Create new lab activities that mimics real life situation;	2017. In 2018 there was a change to an AS degree. 2023-2024 will be the first review
EARTH/ENVIRONMENTAL SCIENCE	Catalog; Program sheets on website; Program sheets in Advising Center.	Transfer to 4-year school; annual surveys from IR about job placement	Faculty and Deans	Moved away from Liberal Arts track to Associate of Science degree	2017. In 2018 there was a change to an AS degree. 2023-2024 will be the first review
PHYSICS / PRE-ENGINEERING	Catalog; Program sheets on website; Program sheets in Advising Center.	Transfer to 4-year school; annual surveys from IR about job placement	Faculty and Deans	Moved away from Liberal Arts track to Associate of Science degree	2017. In 2018 there was a change to an AS degree. 2022-2022 will be the first review

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
PRE-PHARMACY	Catalog; Program sheets on website; Program sheets in Advising Center.	Transfer to 4-year school; annual surveys from IR about job placement Be familiar with different equipment; Transfer to 4-year U. Works as lab technician related to chemistry/biology or pharmacy settings	Department chairs, faculty, advisory board	Moved away from Liberal Arts track to Associate of Science degree Work with other departments to accommodate those adjustments; Propose/develop new courses for adjustments Communicate with 4-year U. staff/faculty to update any change;	2017. In 2018 there was a change to an AS degree. 2023-2024 will be the first review
Veterinary Technology	Catalog; Program sheets on website; Program sheets in Advising Center	Veterinary Technician National Exam, Employer surveys, completion of essential skills as required by the AVMA/CVTEA	The American Association of Veterinary State Boards Division Dean, Department Chair, Faculty and Advisory Board Members contribute to the process	Curriculum changes occurred in terms of course sequencing, course content and number of courses required. In addition, a course was developed specifically for Vet Tech: MAT142, Math for Meds	Initial accreditation fall 2019. First review in 2024

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Automotive Technology – National Automotive Technicians Education Foundation (NATEF)	April 22, 2021	STRENGTHS: The Facility: Student Lounge with garage observation, eight service bays, engine and transmission lab, state of the art automotive electrical trainers, men's and women's locker rooms, large conference and lecture room. AREA OF CONCERN: Need for tech aide during labs	Students must meet NATEF task list minimum standards in lab. Maintain industry equipment standards. Completion of tasks list for Master-Level Accreditation	2023: 2.5-year review 2026: Re-accreditation
Dental Assisting – Commission On Dental Accreditation (CODA)	2021	Utilize objective student evaluation methods to measure all course objectives; Ensure dental assisting faculty have background in and current knowledge of dental assisting, the specific subjects they are teaching and educational theory and methodology;	National Board pass rates; Dental related employment rates; Dental related advanced education rates	2027-2028 Dual Dental Hygiene and Dental Assisting Site Visit

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
		Appointed faculty are Dental Assisting National Board-Certified Dental Assistant.		
Dental Hygiene – Commission On Dental Accreditation (CODA)	2021	Ensure graduates demonstrate competence in assessing the oral health needs of community-based programs; Faculty-to-student ratios be sufficient to ensure the development of competence and ensure the health and safety of the public; Faculty-to-student ratios for radiographic laboratory sessions not exceed one to five.	National and regional boards pass rates; Dental related employment rates; Dental related advanced education rates	2027-2028 Dual Dental Hygiene and Dental Assisting Site Visit
Fire Science Technology – Fire and Emergency Services Higher Education (FESHE) Recognition certificate	2019-2020	Maintain FESHE Model FESHE compliance	College grading and graduation requirements. Employment	2024-25
Health Information Management -	CAHIIM initial application	NA	Pass rate on RHIT exam	CAHIIM self-study submitted December 2016

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Commission on Accreditation for Health Informatics and Information Management Education (CAHIM)	submitted-placed in candidacy status in December 2015			
Medical Assisting – Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2015	Add affective and psychomotor competencies to course syllabi	Retention; Placement; Certification exam participation; Certification exam pass rate	Full accreditation site visit May 1 and May 2, 2017
Medical Laboratory Technology – National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2015	Invest more in laboratory supplies for each course	Graduation rate; ASCP Board pass rate; Attrition rate; Job placement	April 2020
Nursing – Associate Degree – Accreditation Commission for Education in Nursing (ACEN)	2022	Improve NCLEX-RN performance of LPN-RN Bridge program; Address high credit count of ADN program	NCLEX-RN pass rates; Employment rates; Program completion rates; Graduate satisfaction rates	2022; 8-year cycle (beginning year of last regular accreditation)
Nursing – Practical Nursing Certificate – Accreditation Commission for Education in Nursing (ACEN)	2022	Program in full compliance with all accreditation standards and criteria	NCLEX pass rates; Student satisfaction surveys; Employer satisfaction surveys; Employment rates	2022; 8-year cycle (beginning year of last regular accreditation)
Paramedic	Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). This letter is NOT a CAAHEP accreditation status. It is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the			

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
	accreditation standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.			
Physical Therapist Assistant (CAPTE) Commission on Accreditation in Physical Therapy Education	2012 Reaccreditation	Program Assessment	Licensing Exam	2022 Reaccreditation Self-Study Report & Visit
Substance Abuse Counseling Certificate (SACC) LADC/CADC accredited	LADC 4/21 2-year accreditation renewal CADC has one time accreditation unless requirements change	Meets accreditation standards of CADC/LADC with a 300-hour educational program, and 300-hour practicum with 12 core functions of IR & RC	LADC/CADC accreditation standards. Meetings with Massachusetts BSAS and MBSACC. HS/SACC Advisory Board suggestions.	SACC Annual Review was submitted on 4/26/21 LADC accreditation was renewed in 4/21
Veterinary Technology	September 2019	Critical Deficiencies: Appropriately functioning IACUC, Essential Skills List showing that all skills have been performed by all students using standardized criteria, Assessment of graduates in terms of	AVMA Essential Skills List, VTNE pass rates, employment, employer surveys	New program. Accreditation in progress. Due FY 2024.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
		VTNE pass rates, program surveys of graduates and employers and feedback from Advisory Committee Major Deficiencies: IACUC animal use protocols contain all needed information, relevant library holdings continue to be expanded, efforts be made to improve compensation for the program director		

Appendix E

Acronym Glossary

Acronym Glossary

AACC (American Association of Community Colleges)

ABE (Adult Basic Education)

ACT (Advising, Career, Transfer)

AFSCME (American Federation of State, County, and Municipal Employees)

ASC (Academic Support Center)

AVPAA (Assistant Vice President of Academic Affairs)

AVP (Assistant Vice President)

AY (Academic Year)

BHE (Board of Higher Education). The statutorily created agency in Massachusetts responsible for defining the mission of and coordinating the Commonwealth's system of public higher education and its institutions.

BOT (Board of Trustees)

BSTM (The School of Business, Science, Technology, Math)

CARES (Coronavirus Aid and Economic Security)

CBA (Collective Bargaining Agreement)

CCAMPIS (Child Care Access Means Parents In School)

CCSSE (Community College Survey of Student Engagement)

CDR (Cohort Default Rate)

CLNA (Comprehensive Local Needs Assessment). Required step to receive Pell Grant funds.

CNA (Certified Nurse Assistant)

CNP (Cancellation for Nonpayment)

CoAEMSP (Commission on Accreditation of Emergency Medical Services Programs)

C&P (Curriculum and Policy Committee)

CPL (Credit for Prior Learning).

CRM (Customer Relationship Manager/Management)

CTL (Center for Teaching and Learning)

CVTEA (Committee on Veterinary Technology Education and Activities)

DCAMM (MA Division of Capital Asset Management and Maintenance)

DCE (Division of Continuing Education)

DEI (Diversity, Equity, and Inclusion)

DFF (Data First Forms)

DHE (Department of Higher Education)

ECM (Energy Conservation Measures)

EI (Evidence Inventory)

EMC (Enrollment Management Committee). A group of representatives from functions offices to focus on enrollment and improve communication across the college.

EMS/EMT (Emergency Medical Services/Emergency Medical Technician)

EMSI (Economic Modeling Specialists International/Lightcast Analyst)

ESOL (English for Speakers of Other Languages)

FA (Faculty Academy).

FERPA (Family Educational Rights and Privacy Act)

FOIA (Freedom of Information Act)

FRC (Family Resource Center)

FTFTDS (First Time Full Time Degree Seeking)

FTE (Full Time Equivalent)

FY (Fiscal Year)

GED (General Equivalency Diploma)

GSP (Guided Self Placement). A process by which students who do not take the Accuplacer exam determines their placement.

HCOP (Health Career Opportunity Program)

HEA (Higher Education Act)

HEERF (Higher Education Emergency Relief Fund)

HEIRS (Higher Education Information Resource System). The MA Department of Higher Education student unit record database.

HPPSPSS (The School of Health Professions, Public Services Programs, and Social Sciences)

HR (Human Resources)

IPEDS (Integrated Postsecondary Education Data System)

ISLO(s) (Institutional Student Learning Outcome(s))

ITS (Information Technology Services)

IVPAA (Interim Vice President of Academic Affairs)

KPI (Key Performance Indicators)

LAEHC (Liberal Arts, Education, Humanities and Communications)

LMS (Learning Management System)

LO (Learning Outcomes)

LSC (Learning Success Center)

LT (Leadership Team)

MCCC (Massachusetts Community College Council)

MLT (Medical Lab Technician)

MWCC (Mount Wachusett Community College)

NCEOC (North Central Educational Opportunity Center)

NCLEX (National Council Licensure Examination)

NC-SARA (National Council for State Authorization Reciprocity Agreements)

NEASC (New England Association of Schools and Colleges)

NECHE (New England Commission of Higher Education)

NREMT (National Registry of Emergency Medical Technicians)

NSF (National Science Foundation)

OAC (Outcomes Assessment Committee)

OER (Open Educational Resources)

OIRA (Office of Institutional Research and Assessment)

OP (Operational Plan)

PAC (Paramedic Technology Certificate)

PLA (Prior Learning Assessment)

PRT (Pedagogy of Real Talk)

PSG (Parent Support Group)

PSLO (Program Student Learning Outcomes)

PSM (Professional Staff Members)

RT (Real Talk)

RFP (Request For Proposal)

SAP (Satisfactory Academic Progress)

SARA (State Authorization Reciprocity Agreement)

SASID (State Assigned Student Identifier)

SC (Steering Committee)

SCUP (Society for College and University Planning)

SENSE (Survey of Entering Student Engagement)

SFS (Student Financial Services)

SGA (Student Government Association)

SLO (Student Learning Outcomes)

SOS (Serving Our Students)

SPC (Strategic Planning Committee)

SSI (Student Satisfaction Inventory)

StdC(s) (Standard Committee(s))

STEM (Science, Technology, Engineering, and Math)

THRIVE (Together Harnessing the Resources that Inspire a Valuable Education)

TLC (Teaching and Learning Committee)

TRIO / Visions / RX (Student Support Service Programs)

VFA (Voluntary Framework of Accountability)

VPAA (Vice President of Academic Affairs)

VPASA (Vice President of Academic & Student Affairs)

VPF&A (Vice President of Finance and Administration)

VPPDIR (Vice President of Planning, Development & Institutional Research)



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