

# STRATEGIC BRIDGE PLAN

FISCAL YEARS 2026 & 2027

[July 1, 2025 to June 30, 2027]



**Mount Wachusett**  
*Community College*

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# President's Introduction

July 2025

Dear MWCC Community,

As we enter a new fiscal year with courage and perseverance, I want you to know that your steadfast support and belief in our students continues to drive MWCC's success. I understand the importance of what you do on a day-to-day basis and thank you for your continued support of our mission.

FY2026 is also the fourth year of our five-year Strategic Plan. Launched in September 2022, the Plan is ambitious and aspirational, aligning our strategic initiatives with the MA DHE efforts for access, affordability and equity in the Commonwealth's Higher Education System

The Leadership Team has spent time reviewing and refining the Strategic Plan, removing activities that have been completed or abandoned due to lack of funding or change in direction, and updating activities to reflect current plans.

The result is attached as the MWCC Strategic Bridge Plan FY2026\_FY2027. It will be in effect July 1, 2025 – June 30, 2027, a two-year timeframe during which we will be developing our next five-year strategic plan.

Please review the Plan, which is also posted on the Office of Resource and Strategic Initiative Development (RSID) Intranet site. Our FY2026 Operational Plan is based on this updated document.

Thank you again for all you do for our students and the College.

Sincerely,



James L. Vander Hooven, Ed.D.

President

# INSTITUTIONAL MISSION, VISION AND CORE VALUES

## 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.

## OUR CORE AND 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

MWCC values community by developing shared and inclusive learning environments that cultivate personal and academic growth and interpersonal relationships. By cultivating and nurturing a welcoming environment of trust and belonging through collaboration and partnerships, we meet the education and workforce training needs of our community and build strong innovative partnerships that support the economic vitality of the region.

### ■ Diversity

MWCC understands that diversity is not an outcome and recognizes that diversity goes beyond race and even beyond demographics. We value the creativity and insight that emerges from multiple perspectives and we recognize the importance of diverse representation and thought in achieving our goals.

### ■ Equity

MWCC will work towards achieving equity (different from equality) in educational outcomes, disrupting and dismantling oppressive systems and rebuilding imbalanced social systems. We acknowledge that inequity is a consequence of intentional design and if we want to create equitable outcomes, we must focus on changing underlying systems, not just adding new programs or services.

## ■ Inclusion

MWCC recognizes that inclusion is more than intentionally creating environments and space in which individuals and/or groups feel \* “safe”, welcomed, valued, respected, and heard. We view inclusivity more than just collaboration, rather as a tenet of mutual respect and shared governance, authentically and intentionally bringing traditionally excluded voices into processes, activities, and decision/policy making in a way that shares power and opinion.

*\*Note that we put the word “safe” in quotes. This is because people with some identities or personal experiences rarely feel safe in any room/space, and it’s important to acknowledge that and consider what safety means from a position of social, cultural, historical, and institutional power.*

## ■ Institutional Collaboration and Collective Impact

MWCC believes a collective willingness to collaborate with empathy, respect, trust and transparency is essential to teaching, learning and creating a sense of belonging for all. We work and communicate collegially, creating working and learning environments which are conducive to the open exchange of ideas. In addition to collaboration a collective impact approach is premised on the belief that no single department, person, or program can tackle or solve the increasingly complex social problems we face as a society (i.e., oppression, racial injustice, etc.)

## ■ Continuous Improvement and Transformative Action

MWCC is committed to inquiry, professional development, and reflection. We adjust our practices and embrace new tools and methods to provide equitable opportunities and outcomes. We are willing to make mistakes, and learn from both our mistakes and successes, in order to take purposeful action and propose transformative solutions.

## ■ Institutional Integrity

MWCC maintains public trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff and communities by holding ourselves and others accountable for supporting the vision, mission, and priorities of the college.

## ■ Student Success and Achievement

MWCC believes student success and achievement is as much about the student experience as it is about the education, and neither exists in a vacuum. We take a holistic approach to defining and supporting student success and achievement determined by the goals of each individual student.

# Equity Imperative

MWCC acknowledges the historical legacy of exclusion in higher education and that those in positions of power and privilege created a system that still functions by excluding and oppressing others around who gets access to education, and what that looks like.

Historically and currently, these power imbalances, institutional bias, and systems of oppression stand in the way of students, faculty, staff, administrators, and trustees achieving their potential. This behavior is harmful and dehumanizing and has adverse effects on our community.

Our vision for equity is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at MWCC. In order to direct resources and services where they are needed most, we seek to apply an equity-centered framework with a racial equity lens that questions, and addresses, the structures that disadvantage certain people. Equal opportunity is not possible until equity is achieved, and this requires making deliberate efforts to reach the systemically disenfranchised and include them in the decision-making process as equal parties.

We will examine difficult-to-see limiting beliefs and habitual behaviors. We will choose a systematic approach to accountability for implementation and improvement rather than the continued adoption of performative “quick fixes”. Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive and equity-centered institution.

Degree attainment rates and educational access vary greatly based on race, ethnicity and socioeconomic status. There is a real danger that, without intentional, strategic investment and action, we could exacerbate inequality and inequity. We have committed to an equity-minded framework that has a focused racial equity lens.

Without actively striving for racial equity we would be passively demonstrating privilege by ignoring the unique challenges some individuals and groups have experienced due to systems that have intentionally been designed to maintain power and privilege. Practicing anti-oppression work with a racial equity lens is not only confronting individual examples of bigotry, or confronting societal examples, it is also confronting ourselves and our own roles of power and oppression in our communities and the bigger picture. We strive to uphold the dignity and humanity of every student and employee.

Centering race is an attempt to focus rather than to exclude. By leading with race, we are committed to the root cause of our most challenging problems and to focus where we can have the biggest impact and needs are the greatest. By consistently centering race in our plan, even as we seek to eliminate inequity for all groups, we are holding ourselves unwaveringly accountable to our most historically underserved groups because the data, research, and facts show that disparities are greatest by race.

At MWCC, a racial equity lens is a critical thinking approach to undoing institutional and structural racism, which evaluates burdens, benefits, and outcomes to underserved communities and populations. It’s encompassing of shared beliefs, common definitions, and critical questions in which we will use to continually evaluate any existing or new strategies, policies, or initiatives.

It is a way of applying consideration of racial equity to all decisions, plans, policies, activities, communications, and “norms” within our institution and community. A racial equity lens is not something that can be created overnight. It comes out of a process of education, examination, effort, and transformation. With an understanding that it takes education, new skills and competency to understand and apply a racial equity lens, we will work to create a new tool to be used institutionally in our work to become agents of change.

# Goals and Strategic Initiatives

The mission, vision, values, and commitment to diversity, equity and inclusion at Mount Wachusett Community College (MWCC) is the scaffold upon which the college will achieve the goals, strategic initiatives, and metrics that comprise our strategic plan and annual operational plans. Our collective work is to foster excellence in our programs, our faculty and staff, and our relationships with learners and the community at large. The following aspirational “States of Accomplishment” will be a result of our strategic work and is central to our serving the unique people and organizations that call North Central Massachusetts their home.

## STATES OF ACCOMPLISHMENT

1. The college employs a “one college” model that synchronizes and solidifies services at all instructional sites to create a singular educational experience for learners.
2. Quality programming in the high-demand fields of information technology, advanced manufacturing, health care and other emergent fields will prepare the North Central Massachusetts regional workforce in a model that blends both credit and noncredit instruction.
3. The primary criterion that drives college decision making and resource prioritization begins with the mindset, “How do we equitably support learners and assure positive impact on them?”
4. We achieve fiscal stability with sufficient budgeting resources to support new strategic opportunities.
5. We work diligently to build, support, and maintain strong relationships with our K-12 partners in recognition of the role of early college opportunities for learners.
6. We set our sights and build our culture as being the number one college for learner success.
7. We partner with learners of all types to set a course for their career and life success.
8. The college is a center of community life through its cultural and lifelong learning opportunities and serves as an anchor institution in creating a healthy community and robust economic growth.

## GOALS:

These five goals define and drive the strategic initiatives of MWCC:

1. Equity and Inclusion in Opportunity, Access, and Affordability.
2. Equitable and Inclusive Student Success and Achievement.
3. Equitable and Inclusive Pedagogy, Facilitation, and Academic Programming
4. Regional and Economic Development Leader.
5. Institutional Capacity Building for Equitable Decision-Making and Inclusive Engagement.

# GOAL 1: EQUITY AND INCLUSION IN OPPORTUNITY, ACCESS, AND AFFORDABILITY

**VISION:** MWCC welcomes individuals with diverse backgrounds, interests, and abilities to a supportive and engaged learning environment.

**MISSION:** We generate equitable and inclusive opportunities for all individuals to partake and engage in meaningful classroom and co-curricular experiences. We will make college more affordable for all Massachusetts residents.

**Strategic Initiative 1.1:** Foster an encouraging and inclusive environment and methods of study in which all learners can thrive.

Strategic Action	Measurable Outcome by June 30, 2027
1.1.1 Actively recruit, enroll, and support learner populations and employees who reflect the North Central Massachusetts demographic makeup at all campuses.	The percentage point gap between the demographic profile of the student body and the demographic profile of the institution’s service area is reduced annually.  (Measurement: Compare student demographic data for key identifiers—e.g., race/ethnicity, age, socioeconomic status—against census or other official regional data.)
1.1.2 Identify barriers and develop a plan to create a more welcoming, accepting environment across MWCC’s academic supports, learner services and civic learning initiatives.	Conduct a comprehensive assessment of MWCC’s academic supports, learner services, and civic learning initiatives to identify systemic or environmental barriers to each area.  Completed plan to create a more welcoming and accepting environment.

**Strategic Initiative 1.2:** Make affordable and accessible education available equitably among all campuses, all methods of study and all programs.

Strategic Action	Measurable Outcome by June 30, 2027
1.2.1 Identify and align learner support services equitably, providing access to all services and learning environments to all learners and delivery mechanisms.	Develop a joint plan of action with the involvement of the Academic Senate - Student Success Committee (AS-SSC), the divisional Deans and the office of Academic Affairs.

<p>1.2.2 Create schedules that allow for instructional access across all campuses and delivery systems and that close access gaps among learners who seek an affordable education.</p>	<p>An analysis of student intake and demand data will be conducted to identify any key scheduling patterns and potential access gaps. The findings will be compiled into a summary report and proactively shared with Academic Affairs to serve as a resource for scheduling courses.</p> <p>Optimized scheduling of classes based on student and program needs data.</p> <p>Develop a sustainable schedule for the Leominster campus.</p> <p>Space usage and classroom configuration analysis</p>
<p>1.2.3 Implement “Early Intervention Procedures” to identify at-risk learners prior to “Satisfactory Academic Progress” (SAP) and realign SAP procedures and programming to best support at-risk learners so they may maintain good standing.</p>	<p>The New Early Intervention process will be successfully implemented for the upcoming academic year.</p> <p>Success will be measured by tracking the number of students on financial aid and academic warning and suspension, the number of interactions with their advisor or other support services and the impact on course completion, achievement and persistence.</p>
<p>1.2.4 Engage more faculty in Open Educational Resources content development to help minimize the cost to learner access of materials and learning tools.</p>	<p>25% increase from FY 2025 baseline to FY 2027 in faculty in Open Educational Resources content development.</p>
<p>1.2.5 Explore and develop a plan for potential expansion to programs like dual enrollment, early college, adult education, workforce development, and other accelerated pathways to enrollment and completion.</p>	<p>Access and Transition will establish a 3 year area of focus for program growth in early college and dual enrollment and a list of 2 to 4 future high school partnerships for new early college consideration.</p>

**Strategic Initiative 1.3:** Develop, sustain and grow reciprocal partnerships and programming that provide pathways to post-secondary education, with intentional focus on populations typically underrepresented in higher education.

Strategic Action	Measurable Outcome by June 30, 2027
<p>1.3.1 Develop the infrastructure for early college pathways and align all college access programs with area high schools and with areas of economic development and growth and embedding stackable credentials.</p>	<p>Program infrastructure will be reviewed by AIR and by MA Department of Higher Education, with 100% of designated programs being invited to apply for redesignation in 2027.</p> <p>100% of established and approved early college pathways will have at least one stackable credential available to students in that pathway.</p> <p>(Pathways are: STEM, LAS, Healthcare, Education, Business)</p>
<p>1.3.2 Identify systemic barriers to higher education for underrepresented populations, and establish strategic initiatives to reduce or eliminate barriers.</p>	<p>Curate scholarly research, evidence-based practices, and tools/resources related to systemic barriers to higher education and equity-driven strategies and post them to the MWCC Learning Hub page (include Racial Equity and Justice Institute resources).</p>
<p>1.3.3 Continue to implement, align and support college access programming in the region, ensuring a continuity of experience for first generation and low-income youth from secondary school through postsecondary education.</p>	<p>Develop and begin implementation of a College Access Program Institutionalization plan to source funding outside of Federal dollars.</p>
<p>1.3.4 Align the Prison Education Program for incarcerated and formerly incarcerated individuals with external standards and requirements, ensuring the long-term viability of the program.</p>	<p>Complete the transfer of the Prison Education Program to the Business Science Technology and Math division.</p> <p>Submit program approval materials to US-Department of Education and, once approved, submit results to New England Commission of Higher Education (NECHE) to secure campus visit and approval.</p>
<p>1.3.5 Strengthen and expand the early college programs and Adult Education Programs, with emphasis on teaching and learning, student success (program and goal completion), institutional infrastructure and sustainability.</p>	<p>MassLINKS and The MWCC Site-Based Adult Education programs will establish 10-15 Programmatic benchmarks and measure program performance against those benchmarks.</p> <p>Access and Transition will attain at least one additional early college designation (Clinton); 85% of early college students will attain at least 12 college credits prior to high school graduation.</p>

# GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT

**VISION:** Learner success and achievement are the cornerstones of our purpose.

**MISSION:** From inquiry through completion, we foster a learner-centered culture in which all areas of the institution converge in support of learner academic, career, personal, and professional success. We will close gaps in learner opportunity and achievement among communities of color. We will improve college completion rates by increasing the number of graduates who enter the workforce with degrees or certificates of value.

**Strategic Initiative 2.1:** Provide an integrated system of services that advances learner academic, career, personal and professional success on all campuses and through all delivery models.

Strategic Action	Measurable Outcome by June 30, 2027
<p>2.1.1 Continue to build upon the work of the College and Career Alignment Project in designing appropriate pathways for incoming learners, including the expansion of community service, internships, cooperative education, volunteerism, and work experiences.</p>	<p>Report on actionable partnership opportunities for expanding student experiences by June 30, 2027. Increase the total number of pre-registration/undecided student career counseling appointments by June 30, 2027 compared to FY 2025.</p> <p>Two cohorts of Title III Faculty Scholars from the Title III Experiential Learning and Career Integration Institute will work on course development incorporating experiential learning and career integration in conjunction with community partners, the Brewer Center and the MWCC Career Services personnel.</p>

**Strategic Initiative 2.2:** Guide learners through the processes of setting career, academic, and personal goals.

Strategic Action	Measurable Outcome by June 30, 2027
<p>2.2.1 Offer and broaden dynamic learner life experiences that engage learners in co-curricular and leadership activities.</p>	<p>Student Services will have a corps of engaged and knowledgeable student leaders by supporting students' professional development at national conferences in FY2026 and FY 2027.</p> <p>Student Services will engage student leaders in the National Society of Leadership and Success (NSLS); increasing the number of student leaders to be inducted by FY 2027.</p> <p>Student Services and Student Life will host its first ever "Leadership Lock-In," 24 hour leadership training for student organizations in FY 2026.</p>
<p>2.2.2 Build robust career and transfer development that supports learner networking through job panels, job fairs, and career readiness workshops.</p>	<p>Career and Transfer Services will collaboratively develop an integrated programming model to provide students with holistic support, measured by the launch of a unified, co-branded calendar of events—including workshops, fairs, and advising opportunities—made available to all students.</p>
<p>2.2.3 Create and Expand Curriculum based internships, cooperative education, volunteer opportunities, service learning, civic engagement, and other work experiences for learners that align to their academic pathways to gain insight into their chosen field.</p>	<p>Aligned to MWCC's Title III grant outcomes, increase overall career contextualized or experiential learning &amp; work-based experience courses/sections with career aligned student learning outcomes to 75 courses/sections by Sept. 2027 via course redesign.</p>

**Strategic Initiative 2.3:** Close gaps in learner opportunity and achievement among learners from communities of color and others from underrepresented populations.

Strategic Action	Measurable Outcome by June 30, 2027
<p>2.3.1 Analyze institutional and historical barriers to learner opportunity and achievement, especially among learners from underrepresented backgrounds, to address achievement gaps and to inform institutional action plans, with particular emphasis on the Leominster Campus.</p>	<p>Confirmation that data was reviewed.</p> <p>A report that synthesizes existing qualitative and quantitative data, identifying key institutional and historical barriers to learner opportunity and achievement (disaggregated by student identity), and with insight specific to the Leominster campus.</p>

# GOAL 3: EQUITABLE AND INCLUSIVE PEDAGOGY, FACILITATION, AND ACADEMIC PROGRAMMING

**VISION:** We are a leader in teaching and learning excellence offering cohesive, relevant, consistent and rigorous academic programs that meet the diverse needs of learners, and prepare them to become innovative, productive members within their communities and society.

**MISSION:** We give all learners regardless of modality a cohesive, consistent, relevant, and rigorous teaching and learning experience that incorporates analysis, communication creativity, research and social, civic, and cultural engagement, as well as the knowledge and skills within their field of study, necessary to prepare them for future academic and career success.

**Strategic Initiative 3.1:** Implement an academic program that is relevant, cohesive, consistent and rigorous across all campuses, divisions, and delivery methods.

Strategic Action	Measurable Outcome by June 30, 2027
3.1.1 Continuously identify and develop new academic programs, including developing stackable credentials and credit mapping in response to the diverse and evolving needs of students and the workforce.	Develop at least 3 new programs/options in areas of occupational need.
3.1.2 Expand co-curricular programming, service learning and civic engagement opportunities, and relevant support services into academic courses to support the intent of the academic program.	Re-launch and optimize the offerings at the Brewer Center, creating a minimum of 10 service learning opportunities for students in different academic areas.
3.1.3 Increase faculty engagement in using diverse learning modalities (online and hybrid) for students in the classroom.	Measureable Outcome: 30% increase from FY 2025 baseline to FY 2027 in faculty engagement participating in professional development related to diverse learning modalities, to include AI, new BlackBoard tools and capabilities.
3.1.4 Modernize the integration of technology both on campus and virtually that provides infrastructure to support all learners.	MWCC will have students and staff on same email system by summer 2026. Modernize Banner ecosystem by moving to SaaS. Modernize reporting and inventory workflows by summer 2026 and choosing date for full SaaS implementation.
3.1.5 Continue to apply current processes for application of best practices in course design and development, course review and approval, and alignment of learning outcomes to assure quality and consistency.	Develop and offer an Online Teaching Readiness course for current and incoming faculty. Work with new online faculty in the development of courses utilizing best practices of course design and assessment.

**Strategic Initiative 3.2:** Develop and implement an assessment plan at the institutional, program, and course levels that focuses on the achievement of student learning outcomes.

Strategic Action	Measurable Outcome by June 30, 2027
3.2.1 Continue the development and implementation of a process to assess the Institutional Student Learning Outcomes (ISLOS) and Program Student Learning Outcomes (PSLOS).	By April 2026, introduce a plan for mapping Institutional Student Learning Outcomes (ISLOs) to all courses and align all Program Student Learning Outcomes (PSLOs) to ISLOs. The process will include assessment frameworks with defined benchmarks for artifacts, data collection tools, and annual reporting, ensuring that results could be communicated to stakeholders for continuous improvement.
3.2.2 Align Course Student Learning Outcomes (CSLOS) with Program Student Learning Outcomes (PSLOS).	By June 2027, complete the alignment of Course Student Learning Outcomes (CSLOs) to their corresponding Program Student Learning Outcomes (PSLOs) in all active degree and certificate programs, verified through curriculum maps and reviewed by Deans and faculty teams.
3.2.3 Develop an accessible archive for documenting student learning outcomes and institutional assessment work.	By Spring of 2026, at the end of the first pilot term for Blackboard Ultra (BBU), complete an evaluation of BBU as a potential centralized, digital archive (accessible to faculty, staff, and leadership) to house alignment and pathways information, assessment study documents, student learning artifacts, and institutional assessment reports. Concurrently identify other possible assessment technologies that might serve this purpose if BBU proves unusable.

**Strategic Initiative 3.3:** Create an online and multimodal learning environments (physical space such as classrooms, testing center & library and institutional technology resources) that meet the diverse needs of faculty and learners in the 21<sup>st</sup> century.

Strategic Action	Measurable Outcome by June 30, 2027
3.3.1 Develop a facility and funding plan for the Learning Commons that will serve the needs of and inspires our students, faculty, and staff as well as supporting our connections to the larger community.	Development and vetting of the facility and funding plan for the Learning Commons. Have completed “preliminary study” to understand scope and cost in preparation for future capital bond bill.

# GOAL 4: REGIONAL AND ECONOMIC DEVELOPMENT LEADER

**VISION:** We will play an influential role in guiding the economic future of North Central Massachusetts through regional leadership and collaboration with stakeholders and preparing learners to thrive in their communities.

**MISSION:** We prepare a pipeline of learners and workers to enter the regional workforce by being a leader in economic development.

**Strategic Initiative 4.1:** Collaborative investigation that creates a strategy to prepare a vital pipeline of learners and workers, from K-12 through postsecondary education, and occupational training programs, ready to enter the regional workforce.

Strategic Action	Measurable Outcome by June 30, 2027
4.1.1 Use labor market studies and workforce data to develop and implement relevant education and training in credit and non-credit programs.	The Division of Lifelong Learning and Workforce Development (LLL/WFD) will develop one new non-credit training program aligned to the MassHire North Central Workforce Board 26-29 4-Year Plan.
4.1.2 Develop a comprehensive employer engagement plan for the Lifelong Learning and Workforce Development Division that forecasts their needs to overcome perceived skills gaps among workers and identify new opportunities to grow the region's economic health.	The Division of LLL/WFD will develop a documented employer engagement plan Identifying the following: 3 Key Employers within Each Priority Industry Identified in the 4-year Plan, Signature Non-Credit Programs, Key Regional Partners, and 3-5 strategic activities.
4.1.3 Develop an internal process for non-credit to credit articulation and mapping via earned industry recognized credential and for student learning outcome-based assessment.	Implementation of the identified process and procedure developed by the Massachusetts Association of Community College Non-Credit Mobility Team.
4.1.4 Develop and operationalize a systematic curriculum review process that aligns with national industry standards of existing non-credit workforce training that will ensure continuous quality improvement across all programs.	The Division of Lifelong Learning and Workforce Development's Department of Corporate Training and Community Education will develop written procedures for conducting comprehensive curriculum review processes for Workforce Training Courses at MWCC.

**Strategic Initiative 4.2:** Leadership on issues that shape the regional workforce and economic viability.

Strategic Action	Measurable Outcome by June 30, 2027
4.2.1 Increase work-based learning, apprenticeships and other models that engage learners in career pathways from secondary education through postsecondary study, as well as those involved in workforce training programs such as Adult Education.	The Division of LLL/WFD will add work-based learning modules to a minimum of one (1) technical training program in Manufacturing or Information Technology.
4.2.2 Be a leader and catalyst of regional efforts to diversify the workforce in North Central Massachusetts.	Deliver a minimum of three trainings designed to the development of foundational English Language skills necessary for workplace success.

# GOAL 5: INSTITUTIONAL CAPACITY BUILDING FOR EQUITABLE-DECISION MAKING AND INCLUSIVE ENGAGEMENT

**VISION:** Advance a more transparent institutional culture that develops the physical infrastructure, human resources, financial stability, and technological resources necessary to support the college goals, using decision-making processes that align resources with strategic needs.

**MISSION:** We are financially stable institution that allocates resources, obtains external funding, and generates revenue to meet the current and future needs of the institution through an inclusive process with a diverse and developed workforce.

**Strategic Initiative 5.1:** Human: Promote employee diversity and a culture that fosters leadership, institutional change and efficiency, and create a positive employee climate that includes open and transparent communication channels.

Strategic Action	Measurable Outcome by June 30, 2027
5.1.1 Deliberately increase recruitment and retention of diverse employees that are reflective of MWCC’s learner population.	Increased diversity in the applicant pools and increased diversity of the workforce, specifically as measured in comparison to the standard ‘employees of color’ referenced in the 2021 strategic plan.
5.1.2 Consistently provide access to ongoing and intentional professional development to those seeking to be leaders that expands their skill set and is relevant to their role within the institution.	A standardized curriculum addressing essential skills for supervisors and those who aspire to supervisory/management roles.
5.1.3 Provide comprehensive ongoing professional development opportunities to all employees to increase their ability to operate using a diversity, equity and inclusion lens.	Professional Development (PD) reports that tracks participation, satisfaction, knowledge gains. Incorporate Diversity Equity and Inclusion (DEI) competencies into annual performance evaluation tools. Conduct pulse surveys or short reflections tied to PD sessions.

**Strategic Initiative 5.2:** Physical and Technological Infrastructure: Invest in physical and technological infrastructure to support current and future programs and campus safety.

Strategic Action	Measurable Outcome by June 30, 2027
<p>5.2.1 Develop and implement a rolling 3-to-5-year plan for addressing deferred maintenance, capital technology, software, student management system improvement needs, with a plan for funding.</p>	<p>Hardware plan for 2025-2030 submitted to MWCC Budget office in winter 2025.</p> <p>Plan date and funding in FY26 to move Banner to SaaS to avoid hardware and major software upgrades that start in 2029.</p> <p>A list of identified deferred maintenance projects with priorities for the College will be prepared,, with preliminary studies started in preparation of future DM funding.</p>
<p>5.2.2 Evaluate and develop a facility and funding plan and begin implementation of the learning environments across all campuses, instructional sites and modalities of learning on how they meet the needs of learners, faculty and staff and are healthy, safe, engaging, easily navigated and conducive to maximized learning.</p>	<p>Develop list of identified deferred maintenance projects with priorities and begun “preliminary studies” in preparation of future DM funding.</p> <p>Have completed “preliminary study” for Haley 1st Floor to understand scope and cost in preparation for future capital bond bill.</p>

**Strategic Initiative 5.3:** Capacity Building: Build our capacity to operate efficiently, effectively, and safely to meet the needs of learners and employees.

Strategic Action	Measurable Outcome by June 30, 2027
<p>5.3.1 Establish structures that regularly review, update, and/or develop comprehensive documented college wide policy, process, and practices for consistent application across the college.</p>	<p>A comprehensive documented College wide structure for regularly reviewing policy, process and practice by June 30, 2027.</p>
<p>5.3.2 Expand readiness activities that mitigate the effects of technological and safety concerns.</p>	<p>MWCC will have ability for students and faculty to be able to login to Blackboard if local data center is down.</p> <p>MWCC will have ability for staff to continue to work in Banner in the Cloud if local data center is down.</p> <p>Shift all Facility and Campus Police radios from analog to digital, allowing better communication between the Gardner and Leominster Campus and providing critical linkages between our Campus Police and Gardner Fire and Police.</p>

5.3.3	Develop and administer a plan to foster effective communication channels through the establishment of policies, procedures and systems	Finalized Communication Plan to foster improved communication channels among administration, employees, and students by June 30, 2026 and implementation of communication plan by June 30, 2027.
5.3.4	Develop a transparent and well-defined process for employees to access the requisition and support of professional development.	A documented process for requesting funds to support professional development activities.
5.3.5	Analyze, modify and implement all college policies, processes with a diversity, equity and inclusion perspective.	Percent of institutional policies have undergone equity review. Percent of policies revised or eliminated due to exclusionary or inequitable language or impact. Percent of students, faculty, and staff who report knowing where to find policies and understanding them.

**Strategic Initiative 5.4:** Financial: Build institutional financial strength and sustainability through diversified revenue-generating sources and use of transparent financial structures and processes.

Strategic Action		Measurable Outcome by June 30, 2027
5.4.1	Complete a Campus Utilization Plan that assists MWCC in maximizing the potential of all campuses, is equitable across campuses, meeting the needs of our community and secures, invests, and expands revenue sources at the college.	Continue to work with Division of Capital Asset Management and Maintenance (DCAMM) on Utilization Study with goal of receiving final report by June 2026.
5.4.2	Develop an inclusive process for budget submissions, adjustments, and online, real-time access to data.	Implement both budget transfer process and electronic modality. Complete updates to BANNER self-service along with new trainings thereby providing better real-time access to data.
5.4.3	Create and pursue a long-term resource development agenda and respective sustainability plans that align with MWCC's strategic goals, objectives, and initiatives.	Developed Annual and Long-Term Resource Development plan aligned to MWCC's Strategic Plan by June 30, 2026. Submitted/Pursued Resource Development Plan to external resources (grants and private fundraising) based on plan, successfully obtaining external funding aligned to MWCC's Strategic Plan by June 30, 2027.
5.4.4	Diversify revenue sources to build institutional financial strength and sustainability.	Completed meetings with key Leadership Team (LT) members and discussion with entire LT Team.

# Measurable Outcomes, Metrics and Alignment

The MWCC's strategic plan dovetail with the Massachusetts Department of Higher Education Performance Measures Reporting System (PMRS) and the Voluntary Framework of Accountability (VFA). The goals and strategic initiatives support the DHE's statewide strategic focus, the Equity Agenda. Alignment is a natural fit as MWCC shares many of the priorities and commitments. The table below lists the baseline, target and ambitious metrics by goal and those that align to the PMRS measures and VFA.

Measurable Outcomes	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Alignment
<b>GOAL 1: EQUITY AND INCLUSION IN OPPORTUNITY, ACCESS, AND AFFORDABILITY</b>				
<b>1.1: Fall Undergraduate Enrollment Headcount:</b> Maintain overall enrollment levels and increase specific population.	3,187 credit students	3,100	3,100	MA PMRS Access Metric
Hispanic/Latinx	606	670	700	
Black/African American	277	291	300	
Male	991	1,041	1,094	
<b>1.2: Enrollment Representation of Underserved Populations (Latinx and African American):</b> Increase underserved populations' enrollment rates to represent demographics changes in MWCC's service area.				MA PMRS Access Metric, Fall 2020
Hispanic/Latinx	19%	21%	24.2%	
Black/African American	8.7%	9.6%	11.1%	
<b>1.3: Enrollment of Pell Eligible Students:</b> Maintain Pell eligible student proportion of at least 40% of degree-seeking students.	45.4% (2020), 43% (2019 from PMRS)	44%	45%	MA PMRS Access Metric, 2019
<b>1.4: High School Students Concurrently Enrolled:</b> Increase the number of high students concurrently enrolled in college courses. (i.e. Early College, Pathways Early College, Traditional Dual Enrollment, Gateway to College)	469	672	770	None
<b>1.5: Learners with Unmet Student Financial Need:</b> Actively monitor proportion of direct costs to ensure the unmet need does not exceed 2.5%	3%	2.5%	2%	MA PMRS Access Metric, 2019
<b>1.6: Conversion Rate:</b> Increase access and stabilize enrollment as measured by the conversion rate of concurrently enrolled high school learners (i.e. Early College, Traditional dual enrollment, Gateway to College, Pathways, Project Healthcare) learners, Second Chance Pell learners and adult education learners.				None
Second Chance Pell	13%	14%	15%	
Adult education learners	42.1%	43%	44.5%	
High school learners	24.5%	27%	29%	
<b>1.7: Median Student Loan Debt at Graduation</b>	\$10,284	Maintain	Decrease	MA PMRS Access Metric
<b>1.8: Tuition and Fees as Percent of State &amp; Regional Family Income:</b> Actively manage the rate of tuition and mandatory fees compared to the state and county median and low-income household income	9% state, 10% of county	Maintain	Decrease	MA PMRS Access Metric

Measurable Outcomes	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Alignment
<b>GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT</b>				
<b>2.1: On-Time Credit Accumulation 6+:</b> Increase the rate of learners who successfully complete 6+ college credits in the first term.				VFA Early KPI , Fall 2019 AND MA PMRS: Student Success & Completion
All students:	56%	58.8%	61.8%	
Black/African American	53.3%	56%	58.9%	
Hispanic/Latinx	50.3%	52.9%	55.5%	
Pell Recipients:	57.5%	60.4%	63.5	
Male:	54.6%	57.4%	60.3%	
<b>2.2: On-Time Credit Accumulation 12+:</b> Increase rate of learners who successfully complete 12+ college credits in first term.				VFA Early KPI , Fall 2019 AND MA PMRS: Student Success & Completion
All students:	20.2%	21.2%	22.3%	
Black/African American	14.1%	14.8%	15.6%	
Hispanic/Latinx	15.8%	16.6%	17.4%	
Pell Recipients:	20%	21%	22.1%	
Male:	22.7%	23.9%	25.1%	
<b>2.3: First Year Credit Momentum (15 + credits):</b> Increase rate of learners who completed 15 + college credits in their first year.				VFA Early KPI , Fall 2019 Main Cohort
All students:	36%	39.8%	41.7%	
Black/African American	31.5%	34.8%	36.5%	
Hispanic/Latinx	32.7%	36.1%	37.9%	
Pell Recipients:	35.8%	39.5%	41.5%	
Male:	33.1%	36.6%	38.4%	
<b>2.4: First Year Credit Momentum (24 + credits):</b> Increase the rate of learners who completed 24+ college credits in first year.				VFA Early KPI , Fall 2019 Main Cohort
All students:	16.1%	16.5%	17.8%	
Black/African American	13%	13.3%	14.4%	
Hispanic/Latinx	11.7%	12%	12.9%	
Pell Recipients:	16.7%	17.1%	18.4%	
Male:	17.8%	18.3%	19.7%	
<b>2.5: First Year Credit Momentum (30+ credits):</b> Increase rate of learners who completed 30 + college credits in first year.				VFA Early KPI , Fall 2019 Main Cohort
All students:	6%	6.2%	6.3%	
Black/African American	4.3%	4.4%	4.5%	
Hispanic/Latinx	5.3%	5.4%	5.6%	
Pell Recipients:	6.7%	6.9%	7%	
Male:	7.6%	7.8%	8%	
<b>2.6: Timely Completion of Gateway Courses in Math Completion:</b> Increase the rate of learners who attempted and successfully completed at least one college level Math course in first year.				VFA Early KPI: MA PMRS: Student Success & Completion
All students:	31.7%	33.3%	35%	
Black/African American	24.3%	25.5%	26.8%	
Hispanic/Latinx	28.9%	30.4%	31.9%	
Pell Recipients:	29.4%	30.9%	32.5%	
Male:	29.7%	31.2%	32.8%	

<b>2.7: Timely Completion of Gateway Courses in English Completion:</b> Increase the rate of learners who attempted and successfully completed at least one college level English course in first year.				VFA Early KPI: MA PMRS: Student Success & Completion
All students:	57.5%	60.4%	63.5%	
Black/African American	40.5%	42.6%	44.7%	
Hispanic/Latinx	52.6%	55.3%	58.1%	
Pell Recipients:	52.9%	55.6%	58.4%	
Male:	52.7%	55.4%	58.2%	
<b>2.8: First Semester Persistence:</b> Increase the rate of learners fall to next term retention.				VFA Early KPI
All students:	70.5%	72.3%	74.1%	
Black/African American	63%	64.6	66.2%	
Hispanic/Latinx	70.8%	72.6%	74.4%	
Pell Recipients:	75.1%	77%	78.9%	
Male:	71.5%	73.3%	75.2%	
<b>2.9: First Year Retention:</b> Increase the rate of first time full-time degree seeking learners' fall-to-fall retention rate.	53.3%	54.7%	56%	MA PMRS: Student Success & Completion
Black/African American	54.2%	55.6%	57%	
Hispanic/Latinx	50.8%	52.1%	53.4%	
Pell Recipients:	49.8%	51.1%	52.3%	
Male:	46.5%	47.7%	48.9%	
<b>2.10: Six Year Comprehensive Success of Main Cohort:</b> Increase the rate of learners' graduation and transfer rate.	49.7%	51%	52.2%	MA PMRS: Student Success & Completion and VFA
<b>2.11: Credit Success Rate:</b> Increase the rate of learners' college-level course success rate in learners' first academic year.	69.1%	72.6%	76.3%	VFA Early KPI
Black/African American	72%	75.7%	79.5%	
Hispanic/Latinx	63.2%	66.4%	69.8%	
Pell Recipients:	64.8%	68.1%	71.5%	
Male:	64.7%	68%	71.4%	
<b>2.12: Graduation Rate:</b> Improve learners' success rate as measured by the IPEDS 150% graduation rate.	25.9%	26.6%	27.2%	None
Black/African American	9.5%	9.7%	10%	
Hispanic/Latinx	24.3%	24.9%	25.5%	
Pell Recipients:	24.4%	25%	25.6%	
Male:	24%	24.6%	25.2%	

Measurable Outcomes	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Alignment
<b>GOAL 3: EQUITABLE AND INCLUSIVE PEDAGOGY, FACILITATION, AND ACADEMIC PROGRAMMING</b>				
<b>3.1: Stackable Credentials:</b> Increase number of academic programs with stackable industry-recognized credentials (both credit and credit).	4 academic programs with stackable industry-recognized credentials	12 academic programs with stackable industry-recognized credentials	36 academic programs with stackable industry-recognized credentials	None
<b>3.2: Systematic curriculum review process:</b> Systemic curriculum review process developed and operationalized.	None	Operational	Optimal	None
<b>3.3: Curriculum Review:</b> Increase in the percentage of programs that have undergone a curriculum review every five years.	25% of programs that have undergone curriculum review w/n 5 years.	75% of programs that have undergone curriculum review w/n 5 years	100% of programs that have undergone curriculum review w/n 5 years	None
<b>3.4: Face-to Face Learning Design and Curricular Outcomes Alignment:</b> Increase in the number of face-to-face courses that apply relevant course design and development of best practices and learning design via fixed components and standardized approaches (e.g. syllabus design, active learning strategies, use of online resources, LMS usage)	0% face-to-face courses that implement best practices and learning design	25% face-to-face courses that implement best practices and learning design	75% face-to-face courses that implement best practices and learning design	None
<b>3.5: Online Course Learning Design and Curricular Outcomes Alignment:</b> Increase in the rate of online courses that implement best practices in learning design through fixed components and standardized approaches (e.g., the new online course development review/approval process)	10% online courses that implement best practices and learning design	50% online courses that implement best practices and learning design	75% online courses that implement best practices and learning design	None
<b>3.6: Quality Accredited Programs:</b> Raise quality standards of programs by exploring new accreditation or quality recognition opportunities for existing program (e.g., Business; Human Services, Medical Assisting, etc.) :	0 newly accredited or recognized programs standards for quality for programs	5 accredited or recognized programs standards for quality for programs	15 accredited or recognized programs standards for quality for programs	None
<b>3.7: Assessment Plan:</b> Assessment plan with systematic processes Institutional Student learning outcomes assessment (ISLO); program student learning outcomes (PSLO); and course student learning outcomes (CSLO)	None	Operational	Optimal	None
<b>3.8: Student Learning Outcome Alignment:</b> Increase in alignment rate of CSLO with PSLO with ISLO	50% of courses that have student learning outcome with course, program, and institutional alignment	75% of courses that have student learning outcome with course, program, and institutional alignment	100% of courses that have student learning outcome with course, program, and institutional alignment	None

<b>3.9: Faculty Professional Development:</b> Increase in the rate of faculty who have completed learning design professional development and training	0% of faculty who have completed learning design professional development and training.	50% of faculty who have completed learning design professional development and training.	75% of faculty who have completed learning design professional development and training.	None
<b>3.10: Learning Environment:</b> Learning environment plan developed and operationalized for all campuses and modalities that build infrastructure and establish a funding model.	None	operational	optimal	None

Measurable Outcomes	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Alignment
<b>GOAL 4: REGIONAL AND ECONOMIC DEVELOPMENT LEADER</b>				
<b>4.1: Degree Production in Fields Associated with High-Demand Occupations:</b> Increase degree and certificate production in fields associated with high demand occupations.				MA PMRS: Workforce Alignment and Outcomes
Management Sales:	33%	38.3%	42.1%	
Healthcare:	29%	33.6%	37%	
Computer/Math:	7%	8.1%	8.9%	
<b>4.2: Enrollment in High Value Occupation Non-Credit Workforce Development:</b> Increase rate of students enrolled in non-credit workforce development programs.	197	228	251	MA PMRS: Workforce Alignment and Outcomes
<b>4.3: Curriculum Based Experiential Learning Opportunities:</b> Increase number of curriculum-based internships, service learning, civic engagement, volunteer opportunities, and cooperative education opportunities and participation.	5	15	30	None

Measurable Outcomes	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Alignment
<b>GOAL 5: INSTITUTIONAL CAPACITY BUILDING FOR EQUITABLE-DECISION MAKING AND INCLUSIVE ENGAGEMENT</b>				
<b>5.1: Employee Diversity:</b> Increase the ratio of racial/ethnic minority faculty and staff members to reflect the learner body.	FT Employees: 15.7% persons of color PT Employees: 7.3% persons of color	FT Employees: +2 percentage points higher PT Employees: +2 percentage points higher	FT Employees: +5 percentage points higher PT Employees: +5 percentage points higher	None
<b>5.2: Employee Satisfaction:</b> An Employee Satisfaction Survey will be conducted in FY2023 to determine baseline data.	To be established	+2 percentage points improvement	+5% percentage points improvement	None
<b>5.3: Facilities Maintenance and Investment:</b> Investment in facility capital, maintenance, deferred maintenance, technological infrastructure, and campus safety infrastructure.	11.53%	10% or less	5% or less	MA PMRS: Fiscal Stewardship
<b>5.4: Campus safety measure:</b> Campus safety will be evaluated via a Survey in FY2023.	To be established	+2 percentage points improvement	+5% percentage points improvement	None
<b>5.5: Revenue Generation:</b> Increase revenue sources through judicious campus utilization, enrollment, grants, fundraising, alumni resource procurement, and new alternative revenue sources.	26.2M	32M	35M	None
<b>5.6: Expenditures Devoted to Instruction, Academic Support, Student Services, and Student Aid:</b> Increase the percentage of overall cost that is devoted to instruction, academic support, student services, and student aid.	67%	70%	72%	None
<b>5.7: Composite Financial Ratio (combination of the primary reserve ratio, viability ratio, net operating revenues, and return on net position ratio):</b> Improve the benchmark for overall financial health by composite financial ratio	4.15 (without GASB 68/75)	6.0	8.0	None

# Appendix I | Institutional Fact Sheet

Mount Wachusett Community College is an accredited, public, two-year college serving 29 cities and towns in north central Massachusetts. The college offers over 70 associate degree and certificate programs, as well as adult education/HiSET programs, education and training for business and industry, and noncredit community service programs. MWCC students enjoy many support services and resources including Mount Fitness, the Academic Support Center, the Brewer Center for Civic Learning & Community Engagement, and the 515-seat Theatre at the Mount. Campuses and satellite locations are located in Gardner, Leominster, Devens, and Fitchburg. Courses are offered days, evenings, and online.

## MWCC HIGHLIGHTS

CAMPUS COURSE ENROLLMENT	2020	2021
Gardner.....	1,289	2,512
Web.....	7,767	6,086
Leominster.....	215	323
Devens.....	54	63
Fitchburg Dental Campus.....	60	160
Department of Corrections.....	97	117
Other off-campus locations.....	550	632
Automotive Technology Campus.....	142	129
<b>Total.....</b>	<b>10,174</b>	<b>10,022</b>

FALL ADMISSIONS REPORT	2020	2019
Applicants.....	2,979	2,861
Acceptances.....	2,955	2,815
Enrolled.....	1,205	1,294

2020 GRADUATE SURVEY	NUMBER	% RESPONDERS
Employed or Continuing Education.....	134	91%
Employed Full Time.....	78	57%
Continuing Education.....	69	49%
<b>Total Responding.....</b>	<b>147</b>	

*147 of our 658 graduates responded to at least one question in the survey – a response rate of 22%.*

*All rates are based on responses to surveys of FY2020 graduates conducted between April 2020 and January 2021.*

## FACULTY & STAFF

FACULTY & STAFF	2020	2021
Full-time.....	300	279
Part-time.....	342	342
<b>Total.....</b>	<b>642</b>	<b>621</b>

## PROGRAM ENROLLMENTS

<b>PROGRAM ENROLLMENTS</b>	<b>FALL '20</b>	<b>FALL '21</b>
Allied Health (AHC & IDSH).....	578	597
Non Degree.....	426	476
Business.....	340	332
Liberal Arts & Sciences.....	302	311
Nursing (ADN).....	173	178
Early Childhood Education.....	125	133
Human Services.....	139	125
Computer Information Systems.....	96	102
Physical Sciences.....	103	100
Interdisciplinary Studies.....	124	87
Life Sciences.....	97	85
Criminal Justice.....	96	71
Non-Degree Seeking.....	430	477
Transfer Associate Degree.....	835	773
Career Associate Degree.....	1,617	1,595
Certificate.....	305	311

<b>LICENSE PASS RATES BY PROGRAM</b>	<b>2020</b>	<b>2021</b>
Medical Laboratory Technology.....	100%	67%
Dental Assisting.....	100%	75%
Dental Hygiene.....	100%	69%
Physical Therapy Exam.....	93%	87%
Practical Nursing.....	84%	81%
Nursing.....	82%	83%
Paramedic - Practical Exam.....	100%	93%
Paramedic - Written Exam.....	87%	86%
Veterinarian Technician.....	80%	42%

## ENROLLMENT HIGHLIGHTS

	<b>FY20</b>	<b>FY21</b>
<b>TOTAL CREDIT AND NONCREDIT ANNUAL UNDUPLICATED STUDENT HEADCOUNT</b> .....	7,289	6,094

<b>CREDIT</b>		
Credit course registrations.....	21,208	18,382
Average credit class size.....	15	14

<b>NONCREDIT</b>		
Total noncredit course registrations.....	3,949	3,598
Workforce development training Noncredit course registrations.....	1,497	1,215

<b>FALL CREDIT ENROLLMENT</b>		
Full-time.....	3,187	3,156
Part-time.....	32%	29%
	68%	71%

<b>CHARACTERISTICS OF FULL-TIME STUDENTS</b>		
Female.....	62%	61%
Male.....	38%	39%
Average age.....	24	23
Under age 18.....	8%	10%
18–19.....	39%	38%
20–24.....	27%	27%
25–34.....	17%	16%
35–49.....	8%	8%

50 and over .....	2%	2%
Students of Color.....	31%	27%
Hispanic/Latino.....	17%	16%
Black, non-Hispanic.....	5%	6%
Received Pell Grant .....	48%	44%
Fall students with previous college experience .....	80%	79%
Fall degree seeking students receiving Pell or Stafford.....	64%	62%

<b>RETENTION OF NEW FIRST-TIME STUDENTS (FALL)</b>	<b>'19 –'20</b>	<b>'20 –'21</b>
Full-time degree seeking.....	52%	56%
Part-time degree seeking.....	39%	38%

<b>6 YEAR STUDENT SUCCESS RATES (FIRST-TIME STUDENTS - FALL)*</b>	<b>'14 COHORT</b>
Graduate & do not transfer .....	15%
Graduate & transfer.....	12%
Graduate Total.....	27%
Transferred before graduation.....	13%
Still enrolled & earned at least 30 credits.....	3%
Total Success Rate (figures may not add up to total based on rounding).....	43%

*\*Following the MA Department of Higher Education methodology - This metric recognizes the complex mission of community colleges by including both full-time and part-time students (first-time, degree-seeking) and capturing students who enrolled in fall 2014 and, by fall 2020, had earned an associate degree or certificate, transferred to a four-year institution, or remained enrolled with at least 30 credits earned. EXCLUDES deceased students and students who were called into active military service. Source: DHE HEIRS Fall and Annual Enrollment, Financial Aid and Degree Files; National Student Clearinghouse.*

<b>IPEDS GRADUATION &amp; TRANSFER RATES*</b>	<b>COHORT '17</b>	<b>COHORT '18</b>
3 year from start: graduation rates .....	25.9%	21.4%
3 year from start: transfer out rates.....	13.1%	13.9%
Total that graduated or transferred out in 3 years .....	39.0%	35.3%

*\*As defined by the National Center for Education Statistics' Integrated Post Secondary Education Data*

## DEGREES EARNED

GRADUATION YEAR	CERTIFICATE	ASSOCIATE DEGREES	TOTAL	UNDUPLICATED GRADUATES
2020–2021 .....	187	442	629	573
2019–2020 .....	209	494	703	658
2018–2019 .....	215	577	792	752
2017–2018 .....	235	535	770	723
2016–2017 .....	197	549	746	711
2015–2016 .....	250	512	762	691
2014–2015 .....	263	605	868	811
2013–2014 .....	256	559	815	746
2012–2013 .....	209	564	773	730
2011–2012 .....	169	515	684	651
2010–2011 .....	205	470	675	630
2009–2010 .....	270	519	789	665
2008–2009 .....	258	462	720	566
2007–2008 .....	196	446	642	596
2006–2007 .....	238	475	713	617
2005–2006 .....	210	455	665	602
2004–2005 .....	202	442	644	567
2003–2004 .....	160	388	548	493

## FINANCIAL OVERVIEW

REVENUE	FY20	FY21
State Appropriations .....	\$22,260,270	\$22,710,150
Capital Funding .....	\$3,733,501	\$1,172,522
Tuition & Fees.....	\$15,977,900	\$14,374,426
Grants .....	\$18,364,656	\$21,700,709
Other Income.....	\$2,626,046	\$1,837,190
<b>EXPENSES</b>	<b>FY20</b>	<b>FY21</b>
Instruction.....	\$12,922,474	\$12,480,067
Public Service.....	\$1,103,205	\$1,008,255
Academic Support.....	\$5,274,828	\$4,820,648
Student Services .....	\$11,994,037	\$10,876,540
Institutional Support.....	\$6,659,061	\$6,769,600
Operation & Maintenance of Plant .....	\$5,875,494	\$5,650,684
Depreciation.....	\$2,584,012	\$2,696,917
Scholarships .....	\$10,015,149	\$10,089,575
Auxiliary Enterprise .....	\$1,223,784	\$903,368

## FOUNDATION, INC.

REVENUE	FY20	FY21
Grants & Contributions .....	\$977,210	\$591,393
Fundraising/ Income .....	\$281,387	\$859,350
<b>Total Revenue.....</b>	<b>\$1,258,597</b>	<b>\$1,450,743</b>
<b>EXPENSE</b>	<b>FY20</b>	<b>FY21</b>
Program Services: Academic Support.....	\$1,035,899	\$529,997
Supporting Services: Operations, Fundraising.....	\$132,525	\$131,121
<b>Total Expenses .....</b>	<b>\$1,168,424</b>	<b>\$661,118</b>
<b>NET ASSETS</b>	<b>FY20</b>	<b>FY21</b>
Beginning of the Year.....	\$10,194,613	\$10,009,224
End of the Year.....	\$10,009,224	\$12,657,337
<b>Increase/Decrease .....</b>	<b>(\$184,939)</b>	<b>\$2,648,113</b>
<b>ENDOWMENT MONEY</b>	<b>FY20</b>	<b>FY21</b>
Total Endowment Held by all Entities for the Benefit of MWCC .....	\$10,009,224	\$12,657,337

*Completed by the MWCC Foundation, Inc., MWCC Office of Financial Services & the Office of Institutional Research & Assessment - Data accurate as of June 2022*

# Appendix II | Definitions and Shared Language

## **Access**

The ways in which educational institutions and policies ensure that individuals are able to participate in the education system.

## **Access Gap**

The gap between various groups of individuals that have access to education and those that do not.

## **Achievement Gap**

The statistical gap in academic performance or educational attainment between different groups of individuals. The comparison of grades, standardized test scores, course selection, dropout rates, and college-completion rates, among other success measures, is considered evidence of this gap.

*\*MWCC recognizes that although the term achievement gap does have credible origins and implications, it fails to acknowledge the systemic causes that reflect the unequal treatment of various groups of individuals. We also recognize that achievement gap explanations perpetuate negative stereotypes and force us into conceptualizing students of color and/or low-income learners from a deficit perspective because students' access to educational resources and opportunities is not considered. At MWCC we believe it's important to use language in a solutions-oriented / asset-based way that promotes systemic reform and empowers. So whenever possible, depending on context, - we will refrain from using this terminology.*

## **Anti-Oppression Work**

An interdisciplinary approach and actions, seeking to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities.

## **At-Risk**

A broad term used to describe students or groups of individuals who are considered to have a higher probability of failing academically or dropping out of school.

*\*At MWCC, we acknowledge that using "at-risk" to describe students who are considered more likely to fail academically can be highly stigmatizing and make individual's feel marginalized. It's an overly broad term that doesn't account for the complexity in students' situations. Additionally, labeling can serve to perpetuate stereotypes and reinforce negative treatment. We will refrain from using the term at-risk unless it is a required categorization via a federal or state agencies to determine specific educational services.*

## **Civic Engagement**

A high impact practice involving students working collaboratively with others to solve public problems or working towards the common good. Civic engagement opportunities are often embedded in courses.

## **Deficit Minded Language**

Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at -risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

## **Demographically Predictable Disparities**

Predictable disparities based on someone's demographic location, identity, socioeconomic status, etc.

**Diversity**

Diversity refers to the presence of difference within a given setting.

**Equality**

Everyone is given the same treatment, resources, and/or opportunities.

**Equity**

Allocating resources and opportunities fairly and as needed to create equal outcomes for all. The principle of equity acknowledges that groups of individuals have been and are systemically oppressed and marginalized and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**Equity Gap**

A disparity in a metric, such as graduation completion, term-to-term persistence, etc. along racial, ethnic, socioeconomic, geographical or other major demographic grouping.

**Equity Centered/Minded Framework**

A frame of reference, standard, perspective, or mode of thinking with an explicit focus on equity – calling attention to patterns of inequity in student outcomes - that guides how we collectively apply strategies in a systematic manner across our departments and institution to achieve authentic transformation.

**Inclusion**

The fundamental and authentic integration of minoritized individuals and/or groups (e.g., Black, Indigenous, people of color, women, LGBTQ+ individuals, people with disabilities and the intersection of structurally marginalized identities) into positions, processes, activities, and decision/ policy making in a way that engenders authentic representation, values input, and shares power.

**Leading with Race**

The practice of starting with a racial equity analysis, inclusive of analysis of other marginalized groups, in order to understand how race dynamics impact outcomes.

**Learners/Students**

Although the terms “learner” and “student” have been used interchangeably throughout this document, there is a difference. While it may seem arbitrary, there is a semantic purpose: learning can occur in the absence of teaching, but teaching doesn’t occur without some form of learning taking place. I.e., learners can learn without teachers, but students are only students when they have teachers. Thus, all students are learners in one sense, but all learners are not students.

**Operational Activities**

Operating activities are the day-to-day tasks and functions directly related to providing services to our learners and community.

**Outputs**

The outputs are the actions or items that contribute to achieving an outcome.

**Outcomes**

Tangible deliverables of the Strategic Initiative and Strategic Actions.

## **Opportunity Gap**

The culmination of the many structural inequalities and oppressive systems that can impact people and the opportunities they have to educational attainment. The opportunity gap takes into account both the historical and contemporary systemic factors of the achievement gap, such as racial and economic segregation and the underfunding of public schools which has impacted the kind of education some individuals have the opportunity to receive. In other words, opportunity gap takes into consideration America's intentional historical choices to keep individuals systemically marginalized.

*\*When we choose to use the phrase opportunity gap rather than achievement gap, it sends a clearer message that forces us to face the ways in which educational disparity is not about an individual's own capability, character, or motivation, rather the ways in which large segments of the population have been given inequitable resources, and thus entirely different means to achieve. The shift in language from achievement gaps to opportunity gaps provides dignity to those formerly thought of as low-achievers.*

## **Racial Equity**

An aspect of equity centering race and anti-racism while eliminating racial disparities and improving outcomes for everyone.

## **Racial Equity Lens**

A shared critical thinking approach paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success in addressing inequities in an effort to alter conditions in order to make things fair for everyone. The metaphor of a lens describes the ability of collectively "seeing" things in new and revealing ways.

## **Racially Minoritized**

A social group that is devalued in society and given less access to its resources based on their [perceived] racial identity. This devaluing encompasses how the group is represented, what degree of access to resources it is granted, and how the unequal access is rationalized through social processes.

*\*At MWCC, we use the term racially minoritized to provide a social constructionist approach to understanding that people are actively minoritized by others rather than naturally existing as a minority, as the terms racial minorities or ethnic minorities imply. The term racially minoritized confirms that so-called minoritization is a social process shaped by power and privilege.*

## **Strategic Goals**

The five Strategic Pillars or Strategic Goals for MWCC are statements of the College's overarching vision that it is meant to achieve.

1. Equity and Inclusion in Opportunity, Access, and Affordability.
2. Equitable and Inclusive Student Success and Achievement.
3. Equitable and Inclusive Pedagogy, Facilitation, and Academic Programming
4. Regional and Economic Development Leader.
5. Institutional Capacity Building for Equitable Decision-Making and Inclusive Engagement.

## **Strategic Initiative**

Strategic initiatives are the means through which an organization translates its goals and visions into practice. They are broad activities designed to achieve objectives.

### **Strategic Actions**

Strategic actions are the specific tactics that need to be completed to implement initiatives.

### **Student Success and Achievement**

The extent to which a student or institution has achieved either short or long-term educational goals. Student success and achievement may be measured through students' completion of a course and/or grade point average, whereas for institutions, student success and achievement may be measured through student persistence and graduation rates.

*MWCC takes into consideration that we need to reframe and expand the restrictive and limited definitions of student success and academic achievement. We argue that our current discourse around the meaning of both student success and achievement is maintained, in part, by social hierarchies which can be harmful to students who hold alternative definitions by making them feel as if they do not belong within academia. We believe that college success and achievement is as much about the student experience as it is about the education, and neither exists in a vacuum. With that said, we don't think of student success and achievement as merely a measure of individual students' academic outcomes. We take a holistic, or broad, approach to defining and supporting student success and achievement determined primarily by the goals and personal situation of each individual student.*

### **Systemic Barriers**

Barriers embedded in policies, practices, and procedures, intentionally designed to unfairly discriminate and prevent individuals from participating fully in a situation resulting in unequal access or exclusion. Systemic barriers may be unseen to those who do not experience them, but that have serious and long-lasting impacts on the lives of those affected.

### **Transformative**

Sustainable and institutionalized change as it relates to organizational norms, structures, and cultures.

Transformational changes are those we make to completely reshape our business strategy and processes, resulting in a shift in culture.

### **Historically Underrepresented in Higher Education**

It does not simply mean a small number of a particular group. It is term rooted in context because it means a subset of a population that holds a smaller percentage within a significant subgroup relative to their numbers in the general population.

*\*Although this is a commonly used term in higher education, MWCC is working towards shifting away from using this term since it focuses on a person-deficit.*

### **Underserved**

People and places that historically and currently have been provided with inadequate services.

*At MWCC we use the term underserved only when talking about services, not as a blanket term for impoverished communities.*

**\*\* Please note that these are interdependent terms that matter for collaboration and pursuing change. These definitions reflect our institutional context and values, particularly equity, diversity, and inclusion.**