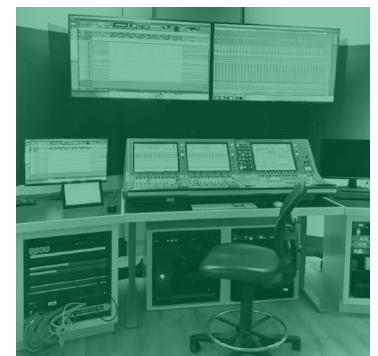
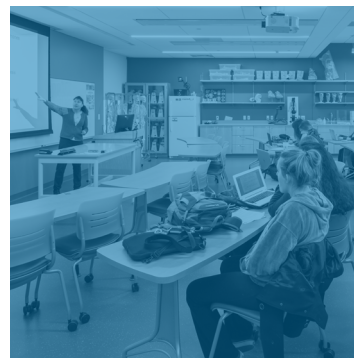
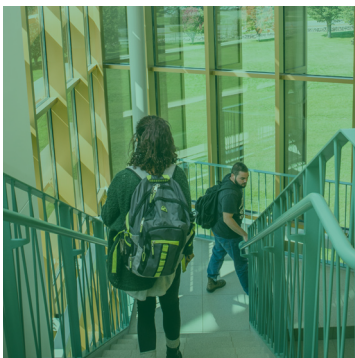


PRESIDENT'S REPORT

James Vander Hooven

July 1, 2024 to June 30, 2025

**20
25**



September 2025

Dear MWCC Community:

As we reflect on the progress we've made in FY2025, it is vital that we continue to evolve how we support our students and our region. We remain attentive and nimble, providing diverse educational opportunities that foster students' lifelong learning and success.

Student success is central to the college's mission and graduates celebrated their academic accomplishments at the 60th Commencement ceremony in May. A total of 662 students were conferred 424 associate degrees and 310 certificates.

The college expanded access to education. Fifty-one students graduated from Early College Programs, including the Gateway to College and Pathways Early College Experience. Twenty-four of these students earned an associate degree with their high school diploma. This initiative allows high school students to earn college credits, lowering degree costs and saving time. A new partnership with Clinton High School and Fitchburg State University expanded Early College opportunities, giving more high school students access to college-level courses and career readiness programs.

The college also worked to remove barriers to education. MWCC received \$5,066,500 in grant funding from the US Department of Education's TRIO Student Support Services. This will assist first-generation, low-income students, and students with disabilities, to promote retention and graduation. The college also received a three-year grant in the amount of \$874,420 U.S. Department of Education FIPSE grant to address basic needs insecurities among students.

In addition, the college strengthened its academic offerings and infrastructure. The hiring of Jay Bry, Vice President of Finance and Administration, has led to revolutionary changes in our finance department, implementing priority-based budgets to ensure every dollar received directly contributes to our core mission and values.

Two new members joined the Board of Trustees. The Automotive Technology Center received a \$100,000 grant from the George I. Alden Trust for a three-phase expansion. This included installing two modular classrooms to meet the growing demand for the automotive technology program, particularly for electric vehicle courses. The veterinary technology program received a donation of \$274,212 from the residual endowment assets of Becker College.

These achievements reflect the dedication and hard work of the faculty, staff, and students. The college will continue to focus on its strategic goals. These include achieving equity and inclusion in opportunity, access, and affordability, promoting equitable and inclusive student success and achievement, and positioning MWCC as a regional and economic development leader.

Thank you for being part of the Mount Wachusett Community College journey. The college looks forward to continued growth, innovation, and commitment to students and the communities it serves.

Sincerely,

James L, Vander Hooven, Ed.D.

President

September, 2025

To: Mount Wachusett Community College Board of Trustees

From: James L. Vander Hooven, Ed.D., president

Re: Summary of Accomplishments and Challenges during FY2025

Dear Board Members:

As I conclude my eighth year as the president of MWCC, I find myself reflecting on three distinct chapters during that time. The first chapter included a laser focus on achieving fiscal stability for the institution. The second chapter included the COVID-19 pandemic and the College's response to that crisis. The third chapter, in which we find ourselves at present, is the implementation of Mass Reconnect and Mass Educate, two programs focused heavily on providing access to community college education for those who it has been historically out of reach. These two programs, along with the SUCCESS fund benefits, a highly skilled and committed faculty and staff, have brought unprecedented enrollment growth and tremendous improvements in retention. I have never sought credit for these successes, nor will I now. It is the work of our entire community who cares deeply for our students.

During fiscal year 2025, I was able to be more present on campus with the expiration of my term as the chair of the Massachusetts Community College Council of Presidents. I also concluded my term as the chair of the North Central Chamber of Commerce Board of Directors. These two responsibilities were daunting during FY2024, especially given that I was simultaneously serving as the chair of the United Way of North Central Massachusetts. I was better able to focus on the day-to-day operations of the College in a way that was very difficult the year before. Again, I appreciate the College community's patience during that time.

Higher Education leadership often feels like substituting one major concern with the next. We have had no reprieve from the challenges facing higher education at the federal level. Many hours, countless meetings, and dialogues were held throughout the entire year to address the challenges brought with the new Federal Administration and its efforts to eliminate the role of diversity, equity, and inclusion on college and university campuses. I am proud to say that we never waived in the face of these threats. Indeed, this work remains the cornerstone of our strategic bridge plan <https://mwcc.edu/about-mwcc/mission/strategic-plan/>.

As you review our inventory of accomplishments and our FY 2025 Operational Plan End of Year Report, you will notice a tremendous amount of work has continued in fostering an environment where students can learn, grow, and become the people they want to be. In a time where institutions have lost federal funding, we continued to both benefit from continuation and new grants. Our Title III grant was approved. Our TRIO programs were approved. Our Gear Up grant was approved. These are major developments in our efforts to serve students who have been underserved in the past.

Finally, I will say emphatically that, despite the challenges we face both internally and externally, I have never been prouder of our community. We have moved forward with technological innovations (long awaited). We have continued to grow our academic departments. We continue to serve students even with ever-expanding bandwidth concerns.

I look forward to meeting with the Board of Trustees about the accomplishments and challenges contained herein.

In this coming year, my proposed focal areas will be:

1. Continued rollout of Mass Educate and Mass Reconnect and the challenges that come with the growth from these programs.
2. Continued advocacy for the expansion of SUCCESS at the Commonwealth-level.
3. Provide the support needed for our upcoming NECHE five-year interim report.
4. The rollout of the next strategic planning process.
5. A laser focus on incorporating the Mission and Values, as driven by our current strategic plan to bring equity to the forefront of our conscious efforts to serve students and employees.

Warmly,

James L. Vander Hooven, Ed.D.

APPENDIX

APPENDIX A: Inventory of Accomplishments FY 2025

APPENDIX B: FY 2025 MWCC Press Releases

APPENDIX C: FY 2025 Grants Currently Operating and Awarded to MWCC

APPENDIX D: MWCC Strategic Plan: Performance Metrics as of Fall 2023 (Latest Available Data)

APPENDIX E: Strategic Bridge Plan FY 2026 & 2027 (July 1, 2025 to June 30, 2027)

APPENDIX F: MWCC FY 2025 Operational Plan End of Year Report

APPENDIX A: INVENTORY OF ACCOMPLISHMENTS FY2025

ACADEMIC AFFAIRS

Senior Vice President Ana Gaillat

Office of Institutional Effectiveness

With the support of President Vander Hooven, Institutional Research & Assessment has changed the focus and structure to become the Office to Institutional Effectiveness (OIE). The OIE aims to continuously build and support a culture of inquiry and evidence-based decision making. The department pursues institutional excellence by providing leadership, guidance and support for analysis, assessment, planning, and reporting processes aligned to the mission of the College. To achieve the new focus, Shawn LaRoche was promoted to Associate Director of Analytics, Reporting and Research. Additionally, OIE hired two new research analysts to support the new focus.

The OIE led the successful delivery of the 2025 Progress Report to NECHE and supported the Director of Correctional Programs, Tressa Stazinski, with the NECHE Substantive Change submission for the conversion of the Second Chance Pell program to the Prison Education Program.

The OIE further supported program level data use by delivering disaggregated student demographics for enrollment, retention rates, course completion rates, graduation rates, transfer and employment information for the Program Review through interactive Tableau dashboards by race/ethnicity, gender and age group for the first time.

In April 2025, Shawn LaRoche presented a learning workshop open to all MWCC employees on use of the college's Tableau dashboards on the intranet.

Learning Design and Technology

- The Blackboard Ultra integration and migration will be completed by December 31, 2026, with ongoing support for faculty and staff provided through May 30, 2027. Faculty have requested that the RFP process be initiated in alignment with the transition to Ultra, in light of the extended contract with Blackboard.
- The Online Learning Committee was unable to complete its charge, and meetings have since been put on hold. As a result, the tools and resources developed by the Director of Learning Design and Technology were not formally adopted and have, therefore, not been implemented institutionally. However, individualized faculty support has continued, grounded in best practices and aligned with the Quality Matters Rubric. Recommendations are regularly provided to promote student success and encourage a student-centered approach, though these efforts occur primarily through one-on-one consultations rather than through a coordinated institutional framework. Additional resources to support online teaching are developed and shared with faculty engaged in online instruction at their request and are made available to all faculty who may wish to incorporate them into their courses. The efforts to ensure accessibility are also applied to course design recommendations and to meet federal and state requirements and deadlines.

- Learning Design and Technology continued to implement the initiative to include professional development for faculty, grant efforts to support the creation of faculty led OER materials, and continued collaboration with the Department of Higher Education through the Advisory Council and the Professional Development Subcommittee. It also involves active participation in MWCC's OER Steering Committee.

Learning Commons (LaChance Library, Learning Success and Testing)

- New full-time staff were added to LaChance Library (Rebecca Schmidt, MLIS, Electronic Resources, Instruction, and Research Librarian) and to the Learning Success Center (Danielle Pappo, Ph.D., Learning Coordinator for Writing, Reading, and ESL).
- LaChance Library instruction staff have articulated an instruction program to standardize information literacy support across both Gardner and Leominster campuses. This program also involves standardizing data collection and instructional tools and will be subject to periodic review for updating.
- The Learning Success Center introduced WOnline this year, a scheduling and reporting software system that enables better data tracking and closes the learning loop with students. Learning Consultant hours are shared in a web-based schedule, in which students can then reserve and provide information on how they learn, study needs, and challenges. At the end of the consultation, staff can complete a record of activities, send a copy to the student, and have a satisfaction survey automatically sent. This software enables Zoom-based online consultations, group consultations, and allows staff to track student progress across multiple visits.
- Testing Services implemented a "66-75% capacity" approach to annual planning. The data resulting from this approach enables better scheduling more attuned to annual trends and student needs.

School of Liberal Arts, Social Sciences and Education

- In May 2025 sixteen MWCC students traveled with three faculty members to Paris for a short-term study abroad expedition. Students had all completed a course at MWCC titled An American in Paris, and the travel in May expanded their understanding through first-hand experience. They visited museums, cultural sites, and neighborhoods frequented by American ex-patriates, gaining self-confidence and an invaluable academic and personal opportunity. Student travel was supported through generous scholarships from the Humanities Project Endowment, the MWCC foundation, and Access and Transitions.
- The Graphic and Interactive Design program is pleased to reopen this fall with great updates to its lab space, with new workstations and seating. This makes the lab not just more comfortable for students, but more accurately reflects a professional collaborative work environment for our students. This upgrade was made possible with Perkins grant funding.

School of Nursing & Health Sciences

- The Physical Therapist Assistant (PTA) program graduated all six students in May 2025. Despite this being the final year of the program, students worked hard to finish strongly. At least three had job offers waiting upon passing the national licensure exam.
- *Community Partnership Updates:*

- Collaborations with Heywood Hospital and Walgreens Pharmacy to expand student flu/vaccination clinics.
 - Established multiple new Worcester County clinical partnerships; exploring partnerships in New Hampshire.
- *Veterinary Technology Program updates:*
 - The Veterinary Technology Program graduated nine students in 2025; six passed VTNE on first attempt; two pending exam.
 - The Veterinary Technology Program achieved full program accreditation in June 2025.
 - Vet Tech secured \$275,000 from Becker College endowment/scholarships.
 - Vet Tech will be welcoming 20 new students for the Fall cohort.
- *Paramedicine Program Updates*
 - Certificate programs continue to grow; a full cohort begins in Fall 2025.
 - New degree option planned for Spring 2026.
- *Fire Science Department*
 - Leadership transition has taken place following the retirement of long-standing Chair Fred LeBlanc. Assistant Chief Patrick Haverty (Fitchburg Fire Department) – Oversees the traditional student program and assists in aligning curriculum with FESHE standards. Deputy Chief Timothy Shea (Devens Fire Department) will serve as Department Chair, overseeing the dual enrollment and Pathways programs while continuing adjunct teaching responsibilities.
 - Increased enrollment in both traditional and dual enrollment courses.
 - Secured Perkins Grant funding to support the dual enrollment program.

School of Business, Science, Technology and Math

Automotive Technology (AUT)

- Secured an electric vehicle to enhance hands-on student learning.
- Averaging 145 live work appointments per semester, providing real-world experience
- Completed major facility and program renovations in collaboration with the Foundation and Finance & Administration
- Achieved significant enrollment growth across the program.

Computer Information Systems (CIS)

- Welcomed two new full-time faculty members.
- Implemented curricular updates to remain aligned with industry trends.
- Increased course offerings to support program flexibility and student success.

Mathematics

- Welcomed a new full-time faculty member.
- Completed self-study for comprehensive 5-year program review.
- Successfully launched MAT 096 model to support foundational math learning.

Biology, Chemistry, & Pharmacy Tech (BIO/CHE/PHA)

- Launched STM 101, a new exploration course to inspire interest in STEM fields.
- Developed common assessments for full-time and adjunct faculty use.
- Expanded course offerings to better support student progression in key pathways.

Environmental Conservation (ECR)

- Successfully completed a USDA grant project.

- Hired a new adjunct faculty member to expand instructional capacity.
- Ongoing curriculum assessment and updates for relevance and impact
- Offered exemplary co-curricular experiences that connect students with real-world.

Business

- Prison education program now in BSTEM
- Faculty engaged in ongoing professional development to stay industry informed.
- Expanded course offerings in LEO to provide more flexibility and options for learners.

Engineering & Physics

- Completed 5-year program review to inform future planning and innovation.

Division of Access and Transition

Divisional Highlights

The 2024–2025 academic year was marked by growth, innovation, and deepened community partnerships across all Access & Transition programs. From securing a full Early College Designation for the Clinton High School partnership, to awarding over \$90,000 in scholarships to GEAR UP seniors, to logging over 111,000 hours of service through the Brewer Center, these programs engaged thousands of students in transformative educational experiences. Common themes across programming included strategic enrollment growth, expanded student leadership opportunities, strengthened partnerships with K–12 schools and community organizations, and enhanced supports to improve persistence and postsecondary success.

Of the class of 2024 College Access program (TRIOs, GEAR UP) graduates, 105 enrolled at MWCC (29 who were also part of Early College/Dual Enrollment pathways), a sharp increase from 36 the prior year — boosted by a GEAR UP cohort year and Early College engagement.

Early College and Dual Enrollment

FY25 saw record engagement in Early College and dual enrollment programming, with 747 unduplicated high school students taking MWCC courses during the 24-25 — up from 713 the prior year. The year also brought a major milestone: the MWCC, Fitchburg State & Clinton partnership earned full Early College Designation from the Massachusetts Department of Elementary and Secondary Education and the Department of Higher Education.

Recruitment and outreach strategies yielded strong outcomes:

- Conversion Rate (HS to MWCC) – 105 students from the high school class of 2024 enrolled at MWCC after graduation, up from 81 in the prior year.
- Plans to host Early College at the Leominster campus were finalized, and the first cohort at Leominster will launch in Fall 2025.
- Schools are requesting more early college course sections than the college is able to provide with current faculty; high school partners are ready to grow their programs, we need to focus on recruitment of additional adjunct faculty and the ability to assign full-time faculty to cohorted course sections as part of their workload.

Students were supported through academic advising, tutoring, career planning, and early intervention strategies. Partnerships with high schools, MassHire, and community

organizations expanded course access and diversified program participation.

Gateway to College

Gateway to College continued to provide an essential pathway for students who had disengaged from traditional high school to re-engage in their education while earning college credits. FY25 outcomes included:

- Successful completion of both high school diplomas and college credits for 38 graduates, including 18 students who graduated with full degrees and/or certificates awarded to graduating Gateway students, with most transitioning directly into MWCC certificate or degree programs.
- Established a plan for a smaller Gateway to College program, creating a better balance among Gateway, Pathways and ECA students, which will be fully implemented in Fall 2025.
- Continued partnership with sending school districts to identify, support, and retain at-risk students, coupled with intensive advising and wraparound supports.

Pathways Early College

Pathways Early College maintained strong academic and graduation outcomes for our dual-degree model, enabling students to earn both a high school diploma and an associate degree by the time they graduate from the program. This year:

- Successful completion of both high school diplomas and associate degrees for 13 students.
- The program continued with its high postsecondary transition rates, with graduates enrolling in competitive four-year institutions or continuing at MWCC to complete additional credentials at institutions such as: Columbia University, Northeastern University, Worcester Polytechnic Institute, Merrimack College, Westfield State University, and others.
- Students are engaged deeply in campus life, from service learning and Brewer Center programming to leadership in clubs and events.
- Recruitment efforts expanded to include outreach to regional high schools, alternative education programs, and homeschool networks, sustaining a diverse and competitive applicant pool.
- Faculty and staff provided intensive advising, mentoring, and career/transfer planning to ensure students met both high school and college graduation requirements on time.

Senator Stephen M. Brewer Center for Civic Learning & Community Engagement

The Brewer Center rebounded from a full staff turnover, rebuilding infrastructure, expanding staffing, and launching new initiatives that fostered civic leadership and community engagement across campus.

Students contributed 111,382 hours of community-based learning and service, generating an estimated \$4.68M economic impact for the North Central MA region (Independent Sector valuation at \$44/hour). Participation included:

Category	Students	Hours
Volunteerism	138	5,932.99
Service Learning	295	30,958.65
Internships/Externships	19	2,850.00
Practicum	715	71,640.00
Total	894	111,381.64

Signature initiatives included:

- Community Organizing Workshop Series – launched with 71 participants learning advocacy, campaign planning, and civic action skills.
- Days of Service – including 9/11 Remembrance, Alternative Spring Break hygiene kit assembly, Horseshoe Trail Clean-Up, and Fitchburg Abolitionist Park maintenance
- Dialogue & Event Series – covering topics from human rights to healthcare equity, neurodivergent learning, and domestic violence prevention.
- Civic Action Scorecard – newly launched in GivePulse to gamify and track civic engagement activities across five thematic areas.
- Service Learning & Volunteerism Celebration – honoring students with milestone regalia for service hours ranging from 20 to over 300.

The Student Leaders in Civic Engagement (SLiCE) program expanded to nine members, providing intensive peer leadership and civic programming. Faculty engagement deepened through the Brewer Center Fellows program, supporting curriculum redesign to integrate social justice and experiential learning. State and national partnerships, including the Massachusetts DHE Career Pathways for Community Leadership initiative and Campus Compact's Newman Civic Fellowship, further amplified MWCC's presence in the civic learning landscape. The Brewer Center also advanced MWCC's involvement with state and national engagement, including participation in the Massachusetts DHE Career Pathways for Community Leadership program and Campus Compact national events.

United Way Youth Venture (UWYV) Final Year at MWCC

This year, UWYV continued to empower elementary, middle and high school students to design and implement social ventures addressing community needs. Student-led projects tackled issues such as food insecurity, environmental sustainability, and peer support networks, fostering a culture of innovation and civic responsibility.

Youth Venture increased total engagement by 11% year-over-year, reaching 6,423 and actively engaging 3,920 youth through leadership and service programming. Weekly programming served 260 predominantly high-needs students across 15 schools and partner sites. 21 new Venture teams launched in FY25.

- FY24–25 was the last year of the MWCC–UWYV partnership; operations transitioned back to the United Way of North Central MA for FY26 and beyond
- Program remained active across 15 different K–12 sites in FY25. Sites included:
 - Gardner High School
 - Fitchburg High School
 - Fitchburg High 21st Century Summer Program
 - Fitchburg State UBMS/Trio Summer Program
 - Longsjo Middle School

- Memorial Middle School
 - McKay Elementary School
 - McKay Elementary School 21st Century Program
 - Crocker Elementary School 21st Century Program
 - Reingold Elementary School 21st Century Program
 - Murdock Middle School
 - HEAL Gardner
 - HEAL Winchendon (both HEAL sites through the Winchendon CAC)
 - Parker Charter School
 - Pathways Early College (MWCC)
- Venture portfolio milestone: 559 teams launched since inception in 2002; recent teams addressed food insecurity, animal welfare, poverty, community building, and mental health.
 - ***The Healthy Minds Conference*** hosted at MWCC across 2 days- July 24 & 25, 2024- engaged over 300 elementary and middle school students from Fitchburg Public's summer program, TRiO's Fitchburg State Summer Program, and House of Peace and Education's (Gardner) summer program on how to practice supporting a healthy mind and explore career pathways and a future at MWCC/higher education.
 - ***Stakeholders Breakfast Event*** held at MWCC on January 14, 2025, saw 30 attendees across multiple NCM districts/programs to hear about Youth Venture in-action, the upcoming change to the UWNCM solely running the program after FY25, and engage in dialogue on student-led and project-based learning.
 - The culminating ***Spring Showcase*** on June 5, 2025, and held at Great Wolf Lodge highlighted 27 Venture teams and saw over 200 people in attendance. Three scholarships of \$6,000 total were awarded: the Phil Grzewinski Innovation Award to a Parker Charter graduating senior; the Bob Chauvin Leadership Award to a Leominster High graduating senior; and the Youth Venture scholarship to a Parker Charter graduating senior.

TRIO College Access Programs — ETS, NCMTS, UBMS

Year Highlights

- **Recruitment push:** Following divisional outreach, ~**35–40** new students added to NCMTS this cycle; targeted efforts expanded across partner schools.
- **Student engagement: UBMS Thursday evening sessions at MWCC** grew and subsequently maintained steady attendance ($\frac{1}{4}$ – $\frac{1}{2}$ of enrolled students), with hands-on STEM (robotics/CSI), despite winter transportation challenges.
- **Pipeline building:** Early outreach launched for rising 9th graders (ARMS/GHS); 8th-grade recruiting moved up to March to secure documentation; cohort prioritizes LIFG students.
- **Summer Programming:** New equipment for UBMS (3-D printers, iPads, filament pens) to modernize labs; planned dual-enrollment classes for UBMS students:
 - Rising Juniors: PSY105 (Intro to Psychology), SOC103 (Intro to Sociology)
 - Rising Seniors/Bridge: SOC150 (Cultural Awareness), BIO101 (Intro to Nutrition)
- **Partnerships & access:** Narragansett slated to join NCMTS in the new grant cycle; ongoing barriers at **Murdock** escalated to district leadership (email/access/recruitment time)

- Staffing: ETS & UBMS teams fully staffed; summer RA/Instructor roles rewritten to accelerate hiring

Access Programs Matriculation (TRIO + GEAR UP combined, for context):

From the HS Class of 2024, 111 enrolled at MWCC (vs. 36 from the Class of 2023); 29 of those 111 also participated in EC/DE before graduating. The uplift reflects the concluding GEAR UP year layered with TRIO pipelines.

GEAR UP

FY24–25 marked the final year of the current GEAR UP grant cycle at Fitchburg High School. The program continued to provide targeted college readiness support, helping students prepare academically, socially, and financially for postsecondary education.

The Class of 2024 achieved impressive outcomes:

- 83% applied to MWCC (192 of 230 seniors)
- 35 graduating seniors who are matriculating at MWCC this fall participated in a summer bridge program, taking Philosophy with Dan Soucy and Sociology with Candace Shivers, while earning stipends of up to \$2,400 from MassHire for attendance and successful completion
- \$90,000 in scholarships awarded to GEAR UP seniors by the Fitchburg High Alumni Association alone.
- Ongoing one-on-ones focused on FAFSA, applications, scholarships, with expanded classroom support and tutoring.
- These results highlight GEAR UP's sustained impact on college access, equity, and readiness as the program concludes its grant cycle.

ENROLLMENT MANAGEMENT

Vice President Marcia Rosbury-Henne

- ✚ The division has made significant progress in advancing MWCC's strategic goals through comprehensive initiatives that enhance access, student success, and institutional capacity, all while fostering community engagement and strategic data utilization.
- ✚ **Commitment to Inclusive Practices and Belonging:**
The entire Enrollment Management division embarked on cross-functional teamwork focused on enhancing inclusive practices and fostering a stronger sense of belonging for both students and EM team members. A key component of this work was the initial session facilitated by Gardy Guiteau, an accomplished leader, speaker, and trainer in social justice, equity, and inclusion. The team embarked on a journey of belonging in the workspace and what that means in terms of how we work together and with our students, within the lens of social diversity, social equity awareness, and intergroup dialogue facilitation.
- ✚ Key Accomplishments Highlighted by Post-Survey Results:
- ✚ Quotes from the 50+ member team at the end of the survey included:
 - ✚ *"It was wonderful to collaborate with my peers...Learning to open more doors and break barriers was wonderful."*
 - ✚ *"The training was very eye-opening on the biases we have and ways we can reduce them and meet each student the same way."*
 - ✚ *"Action Plan! How can we celebrate and honor our students' experiences more through communication and a streamlined process?"*
 - ✚ *"This was a great training, thank you!"*

- ✚ *"I feel this gave our team a much-needed perspective shift."*
- ✚ **Next Steps:** Recommendations from the survey include continued training and education on belonging, bias, and social justice, as well as creating actionable plans to incorporate these insights into daily work, which has already begun with the creation of a cross-functional student communication team within the division.
- ✚ **Strategic Marketing Initiatives at MWCC: Amplifying Visibility and Engagement**
The Enrollment Management division continues to enhance MWCC's visibility and engagement through several key marketing initiatives, led by our small but mighty Marketing and Communications team. The team's efforts aim to increase access, support student success, and build institutional capacity through improved communications and outreach.
 - ✚ **Branding & Visibility:**
New Branding Guidelines: To maintain a consistent and recognizable brand, new branding guidelines are now available on the intranet, including clear directions on mascot usage. This supports the goal of creating a unified and professional image, enhancing overall brand recognition.
 - ✚ **Campus Signage:**
Updates to campus signage and wayfinding continue to support a unified and navigable campus environment, improving the overall student experience.
 - **Mascot Launch:**
The successful introduction of Monty the mascot in April, incorporating campus events, a regional library tour, merchandise, and integrated storytelling, has significantly increased MWCC's visibility and fostered a greater sense of community.
 - **Enrollment Marketing:**
"Start Something Unstoppable" Campaign: Using a multi-channel media approach, the "Start Something Unstoppable" campaign effectively promoted the Fall Open House, drawing increased attention to the institution's academic offerings. This directly supports strategic enrollment goals by creating awareness and driving interest in MWCC's programs.
 - **Digital & Web Engagement:**
Website Redesign (In Progress): By gathering ongoing stakeholder feedback, the website redesign project is focused on ensuring that the site meets the needs of students, faculty, and staff. This is essential for providing accessible information and improving user experience.
 - **Increased Web Traffic:**
Noteworthy growth was experienced on MWCC's website, with 63,000+ sessions in July 2025, a 6% increase in organic traffic, and a 22% increase in conversions.
 - **Strategic Ad Campaigns:**
Targeted advertising campaigns have proven effective, generating over 94,000 impressions and leading to a 41% increase in leads for branded campaigns.
 - **iConnect App Enhancements:**
Ongoing updates to the iConnect App, aimed at ensuring compliance with accessibility guidelines, include plans for a new web-based version with enhanced capabilities expected in January 2026. These enhancements support accessibility and improve engagement by providing a more user-friendly interface.
 - **Social Media Reach:**
Impressions reached 400K+ in July and 1,100+ conversions from paid social campaigns.
 - **Internal Communication and Strategic Outreach:**
These initiatives support MWCC's mission and community ties, ensuring a transparent environment and that internal updates reach all students and staff.

- **The Mount Chronicle Newsletter:**
Since its relaunch in September 2024, The Mount Chronicle has published eight issues and reestablished itself as a key internal communication tool. Created by the Marketing & Communications Department, the newsletter supports Strategic Goal 5 by promoting transparency, recognition, and cross-departmental connection. Since launching, participation has increased significantly, with more faculty and staff submitting content and engaging in the storytelling process.
- **Increased Media Coverage:**
Includes Worcester Business Journal, Sentinel & Enterprise, Telegram & Gazette, Community College Daily, Athol Daily News, Boston Globe, USA Today, MassLive, Inside HigherEd and The Gardner News.
- ✚ By focusing on strategic branding, digital engagement, community outreach, and internal communications, the Marketing and Communications team in EM has effectively strengthened MWCC's position and brand, contributing to its overall goals of access, and increased enrollment, retention, and overall student success throughout the student life cycle.
- ✚ **Admissions, Outreach, and Data Analytics:**
Admissions played a vital role in proactive student engagement, conducting over 75 off-campus visits to high schools, community organizations, businesses, and events during the 2024-2025 academic year. These efforts included promoting MWCC's academic programs, Career and Reconnect initiatives, and transfer pathways to high school students, families, and community members, thus supporting Goal 1: Equity and Access.
- ✚ Admissions also demonstrated MWCC's growing appeal by hosting 28 high school visits on campus. Additionally, staff engaged with a substantial number of prospective students at the New England Association of College Admissions Counselors (NEACAC) regional fair in September 2024, welcoming 743 attendees. The event was enhanced by offering campus tours and conducting an on-the-spot acceptance day for local high school students.
- ✚ Underpinning outreach efforts is the implementation of Othot's predictive modeling software, which will turn raw data from recruitment efforts into actionable insights. This platform provides real-time, dynamic predictions for prospective students across their entire enrollment journey, enabling Admissions staff to effectively target recruitment efforts and tailor communication strategies to individual student needs.
- ✚ **Student Success and Engagement:**
- ✚ The division implemented support initiatives such as "Got Questions?" sessions hosted by Advising and the Learning Success Center within the first two weeks of classes, aiding new students' transition to college life.
- ✚ A full year of New Student Programming culminated in the Summer Summit, attracting over 125 students to workshops designed to promote engagement and retention.
- ✚ The adoption of the CRM/TargetX Retention Suite (Student Success Center) has enabled advisors, faculty, and staff across campuses to access comprehensive student data—including financial aid status, charges, and payments—streamlining communication and support. Additionally, the upcoming integration of Othot's predictive modeling software will provide real-time insights into student prospects, allowing targeted interventions aimed at increasing retention and success by identifying students most likely to succeed and determining the best outreach strategies.
- ✚ **Strategic Use of Predictive Modeling: Othot:**
As mentioned previously, MWCC is working to strategically integrate data-driven tools to improve recruitment, retention, and student support. Underpinning these efforts is the implementation of Othot's predictive modeling software, which transforms raw data into actionable insights. This platform provides real-time, dynamic predictions for prospective students across their entire enrollment journey, enabling staff to effectively target

recruitment efforts and tailor communication strategies to individual student needs.

✦ **Data and Technology:**

The first year of the CRM/TargetX Retention Suite has revolutionized internal operations, with key improvements such as automated loading of financial aid data for advisors, enhanced responsiveness for test scores and transcripts, and the development of a customized MWCC view that enhances existing legacy systems. These enhancements support Goal 5 by increasing data accessibility and enabling proactive support measures. The upcoming integration of TargetX with iConnect will further improve frontline staff's ability to verify account activation, simplifying the initial registration process for new students.

✦ **Records Management and Academic Support:**

✦ The Records Office completed a multi-year project to digitize over 14,500 student files, improving data security and access in alignment with Goal 5. Furthering efforts to ensure data integrity and student success, the Records Office now leverages the Clearinghouse student tracking system to identify accepted students who enrolled at other institutions, including their demographic information and major. This data enhances strategic outreach and supports efforts toward reverse transfer communications.

✦ The office also prepared the Degree Works Scribe for the implementation of the CPoS system, ensuring students remain on track for degree completion and financial aid eligibility, thus supporting Goals 4 and 5. The publication of the 2025-2026 college catalog and student handbook further establishes up-to-date resources for students and staff.

✦ **Streamlining Course Scheduling with CourseDog:**

✦ In alignment with MWCC's strategic goals for equity, access, and operational modernization and supported by the Title III Grant, Student Records continues the implementation of CourseDog, a comprehensive course scheduling software, with a launch planned for December 2025. While implementation was paused in spring 2025 due to competing priorities, the Records Office continued foundational work to ensure readiness for a full launch of course schedules in the new software during late fall 2025.

✦ This modernization supports MWCC's commitment to student-centric scheduling, equitable access across campuses, and closes gaps by streamlining workflows for all involved in the process. CourseDog is poised to support efficient institutional operations across departments while enhancing the scheduling processes for all.

✦ CourseDog's key features include:

- Automated Efficiency: CourseDog supports tasks such as room assignments, conflict detection, and policy enforcement.
- Enhanced Collaboration: The centralized platform enhances collaboration across departments, replacing the need for back-and-forth emails and spreadsheets.
- Data-Driven Decisions: Real-time analytics provide valuable insights into course demand, instructor availability, and room utilization.
- Improved Student Experience: CourseDog can optimize student-centric schedules by matching courses with the preferences and needs, enhancing access and minimizing conflicts to support persistence and retention.

✦ **Transforming Event Management:**

The implementation of the Events module of CourseDog continues as a cross-functional project with various teams across campus. The functionality of the tool may offer MWCC:

- Public Calendar: A centralized, public-facing calendar promotes visibility and engagement across campus.
- Room Photos & Setup Details: Event planners can view room layouts and configurations, improving planning accuracy.
- Improved Resource Management: Ability to manage available physical inventory as well as services.

- Workflow Integration: Requests will automatically notify all relevant departments, cafeteria, media services, IT, facilities—ensuring coordinated support.
- Unified Request Portal: Event requesters no longer need to navigate multiple systems; all submissions can be incorporated into one request form.
- Double Booking Prevention: Automated alerts and real-time room availability reduce scheduling conflicts. Requests hold rooms upon completion of the form but are not booked until appropriate staff can review the request.

The next phase includes finalizing Events module workflows and training, launching course scheduling in December 2025, and establishing Course Demand Projects Module in 2026.

Student Financial Services and Affordability:

 Student Financial Services (SFS), encompassing the offices of Financial Aid and Student Accounts, demonstrated a strong commitment to student affordability and fiscal responsibility. SFS built a batch process for awarding aid for MassEducate, automating the identification and awarding of eligible students while creating a system to remove ineligible students. This directly addresses Goal 1 by improving access to financial resources for eligible students.

 The enhanced integration of financial aid information within TargetX facilitates real-time updates on student status, charges, and payments, reducing barriers to affordability—significantly advancing Goal 1 by ensuring transparent and accessible support for students.

 To enhance internal efficiencies and student support, the team dedicated time towards optimizing the Job Scheduler, improving the efficiency of FAFSA data imports and student budgeting processes, further streamlining financial aid operations and enabling greater access to financial support. Furthermore, Student Accounts streamlined the stale check process to maintain regulatory compliance.

 To address the needs of returning students with past due balances, Student Accounts partnered with Nelnet to offer past-due payment options, allowing students up to 24 months to repay old balances, thereby aligning with Goal 1 to improve opportunity and affordability. The department also implemented a standardized Academic Plan for Satisfactory Academic Progress (SAP), enabling students to appeal and complete an academic plan simultaneously. This reduced the number of ineligible financial aid students, thereby streamlining access and supporting their academic progress. Lastly, efforts to update the collections procedure ensured timely reporting to the collection agency, helping to reduce accounts receivable and maintain fiscal health.

Collaborative Planning and Metrics:

A new cross-departmental Enrollment Management Communications Planning Team—including Admissions, Advising and SUCCESS, Career Services, Marketing, Student Financial Services, and Records—was formed to ensure cohesive messaging and strategic outreach, supporting Goal 1: Equity and Access. Data dashboards and tailored security profiles in TargetX have refined departmental focus on retention and success, reinforcing college-wide capacity building efforts.

Student Engagement and Outreach:

The relaunch of The Mount Chronicle newsletter and extensive media presence, with over 400,000 social media impressions in July 2025, fostered a connected, inclusive campus community. The mascot Monty's regional library tour and plans for the Skills Capital ribbon-cutting further highlight MWCC's commitment to community partnership and regional visibility.

Career Development: Elevating Career Readiness

Onboarding and Introduction to Career Development:

With a focus on empowering students to make informed decisions about their academic paths, MWCC's Career Services team increased participation in recruitment and enrollment onboarding, introducing prospective students, applicants, and newly accepted students to

Career Development opportunities prior to the course registration, ensuring they have explored all career options and that their intended major at MWCC is aligned appropriately with their future aspirations.

✚ **Direct Student Support:**

Served 345 enrolled students via one-on-one appointments throughout the year, providing personalized guidance and resources. This direct support allows students to clarify career goals, build essential skills, and connect with relevant resources, contributing to overall student success.

✚ **Experiential Learning:**

Supported the expansion of for-credit internship courses, providing students with practical, real-world experience in their chosen fields. These experiences are crucial for developing career-readiness skills and enhancing employability.

✚ **Faculty Engagement:**

Supported 3-day Faculty Institute sessions focused on further developing experiential learning opportunities in courses, integrating career-readiness into the curriculum. This promotes inclusive pedagogy by embedding career preparation into academic pathways.

✚ **Career Events & Programming:**

These activities provide students with valuable networking opportunities, insights into various industries, and skill-building workshops, fostering their readiness for the workforce:

- 25 Workforce Wednesday events
- 2 Career Fairs, each featuring 30+ employers
- 10 career-focused panel presentations
- 12 in-class workshops/presentations focused on the development of career-readiness skills

✚ **Enhanced Resources & Platform Utilization:**

Reimagined the previously completed Career Action Plans into six individual Career Community Guidebooks, designed to support guided exploration within MWCC's six Career Communities. These guidebooks offer students a personalized roadmap to discovering and pursuing meaningful career paths.

✚ **Expanded the usage of Handshake:**

The leading career platform used by universities nationwide. Handshake connects students with employers, internships, and career events. All participating employers are required to maintain an active account to register for career-focused events at MWCC.

✚ **Leveraged Handshake's advanced features, launching Career Community Collections:**

- Curated pages that showcase jobs, events, and employers relevant to each Career Community, making it easier for students to explore opportunities tailored to their interests and academic focus.
- Began adding labels to all student and employer contacts in Handshake, enhancing reporting capabilities and streamlining platform usage.

By focusing on direct student support, experiential learning opportunities, and strategic platform utilization, Career Services has made significant strides in preparing MWCC students for successful futures.

✚ **Overall Divisional Areas for Future Improvement:**

Physical Environment: The division continues to self-assess department physical environments, ensuring that all spaces communicate a welcoming and inclusive environment for everyone within the limitations of the current configurations.

✚ **Program and Service Review:** A key priority is to review and analyze departmental programs, services, policies, and practices through an inclusion and belonging lens. Teams are continuing to assess programs that have been designed to support students, as well as those that may require adjustment to better serve all students equitably.

- Overall, MWCC's Enrollment Management Division has made substantial progress in leveraging technology, community outreach, and strategic planning to meet its goals. By integrating innovative data tools like Othot, fostering inclusive outreach efforts, and strengthening academic and financial support systems, the division aspires to continue the advancement of MWCC's mission to provide equitable, accessible, and successful educational opportunities for all students.

FINANCE AND ADMINISTRATION

Vice President Jay Bry

Finance:

- Hired and on-boarded several new members at the Leadership level to the Finance group including a new Vice President of Finance and CFO who began in October 2024. Jay Bry brought nearly 26 years of experience in public higher education here in the Commonwealth. His experience includes having worked in Student Affairs, served as Chief Operation Office and as Chief Financial Officer for nearly 13 years. Also hired a new Comptroller, Director of Accounting, after the retirement of a long-term employee. Darlene LeGrand brings a depth of experience from outside public higher education to the position.
- Experienced significant turnover within the College Business Office between retirements and a number of staff pursuing other career opportunities. This along with the arrival of Vice President Bry present an opportunity to review the staffing and organization structure within the College Business Office that resulted in a new structure being implemented starting in January 2025. This included hiring a new Senior Accountant who brought significant Commonwealth and BANNER experience and is in the process of obtaining his CPA license. Also hired an AP Accountant I who was then promoted to Accountant III based on her skills she displayed early in her tenure. Along with a new Buyer and Interim Budget Director. Still in the process of hiring an Assistant Vice President and Grant Account V both of which we hope to have in place by late summer.
- Began a thorough review of all business processes, practices and procedures associated with college financial operations with the goal of streamlining processes, leverage technology and making financial data more transparent. Hired Ellucian to work with the new Finance Team to build a new Chart of Accounts that will allow the finance staff, and departmental staff, to leverage the automation and workflows within the Ellucian BANNER Finance module. Hire an interim project manager who brought significant BANNER experience to begin the process which in the interim will include electronics Internal Purchase Requisition (IPR) which are expected to be rolled of July 1, 2025. Anticipate rolling out new financial reports in Fall 2025 that will allow departments to monitor and manage their budgets themselves.
- Completed the audit with an unqualified opinion (clean opinion, no significant findings to report) amidst all the transitions in leadership. Along with a net position gain of approximately \$500K.

Facilities:

- Continued to address deferred maintenance on campus through the utilization of DCAMM funds. This included the colleges FY24-FY28 Deferred Maintenance DCAMM funds along with one-time Fair Share deferred maintenance funding. The goal this year was to ensure completion of the Fair Share Door Replacement Project before the funds expired on June 30, 2025. In addition, to get the Old Duck Pond Dam Breach Project and the Haley Classroom

Ceiling Abatement and Replacement project back on schedule to ensure we meet the requirement to have spent 50% of our FY24-FY28 Deferred Maintenance DCAMM funds by June 30. The dam breach project went to bid in late June and the Haley ceiling project is expected to go to bid in October.

- Began the planning process for “major capital projects” in anticipation of the higher education bond bill – The Bright Act. The initial focus has been the renovation of Haley First Floor and the LaChance Library. During Spring term completed a Space Program Study to identify the ideal space needs of all the departments located on the first floor. Plan to then complete a “preliminary” study in Fall 2025 term to develop a scope and cost estimate for the proposed project to then seek major capital project funding through the Bright Act.
- Worked with Academic Affairs to review the furniture layout and capacity of the Leominster classroom. Anticipate during the AY25-26 to begin to implement some of the recommendations proposed by the architect to maximize capacity on the Leominster capacity.

Fitness Center:

- Continue to expand memberships and offerings to increase net revenue to the College.
- Begun to explore accessibility issue and deferred maintenance concerns within the existing locker rooms

Bookstore:

- Transition the oversight of the college bookstore from Student Affairs back to Administration and Finance. Also, the transition to a new bookstore vendor has begun. Participated in a collaborative procurement, through PACE, to select a new vendor(s). Will be transitioning from a single vendor that provides both books, courseware and brand apparel and merchandise to two sector focused vendors. One vendor will be focused on textbooks and courseware and the other one will be focused on apparel, branded merchandise and school supplies. The textbook portion will also transition to 100% online which is more consistent to today’s student experience.

HUMAN RESOURCES AND AFFIRMATIVE ACTION

Vice President Peter Sennett

PROFESSIONAL DEVELOPMENT & SPECIAL EVENTS:

- Reinstated new hire orientations for full-time employees. Developed and administered new hire orientations in Fall 2024, Spring 2025, and Summer 2025.
- Staff assisted as co-chair of the Collaborative Learning Committee that organized training opportunities for the MWCC community. This included Training Day on September 27, 2024, and organized Collaborative Learning sessions occurring in April, May, and June 2025 on several topics presented by colleagues.
- Human Resources staff completed Title IX Investigator Tier 1: Sex-Based Harassment/Misconduct Investigations training, Conducting Title IX hearings training, MCAD training on Conducting Internal Investigations of Discrimination Complaints and MCAD training on Responding to Accommodation Requests

STAFFING:

- Administered searches and onboarding 523 new hires into full-time or part-time positions

PAYROLL & BENEFITS

- Drafted and implemented Non-Unit Professional Compensation Adjustment Policy to provide a written process for requesting compensation adjustments for NUPs
- Drafted and implemented Policy on Staggered and Compressed Work Schedules

OTHER:

- Transitioned 50 percent of the HR and Payroll staff following retirements and resignations; developed and recruited new HR staff position, Director of Employee Development (first addition to overall HR& Payroll staffing since 2004)
- Processed 2304 PAR's documenting all types of personnel changes
- Telework Requests –reviewed and approved 304 telework requests for both full time and part time staff in advance of the period of July 1, 2024, through June 30, 2025 (combination of renewal requests and first-time requests)
- Coordinated information gathering and responded to 43 public record requests (100 percent increase from FY24)
- Coordinated and facilitated 4 impact bargaining sessions
- Instituted 'pop-up' informal staff engagement events
- Implemented the integration of the training platform Get Inclusive to Vector Solutions.
- Updated with assistance from marketing the employee intranet and the MWCC site with new resources and information

INFORMATION TECHNOLOGY SERVICES

Executive Director Daniel Horlander

IT Security Projects

System/Audit	Explanation	Implementation Status
Policies and procedures	Reviewing options to contract with virtual CISO to work on policies and procedures to comply with GLBA.	Policies completed for GLBA and PCI assessments. Will review and update policies based on assessments and plan to publish them in FY26.
Deprovisioning student accounts	Automate technical process to turn off student access.	Deprovisioned 30,000 student accounts out for 70,000. Will deprovision another 10,000+ in FY26.

Title 3 Projects

System	Explanation	Implementation Status
Amplifund Grant Management System	Pre and post award grant system with expense data pulled from Banner	Additional hours added to discuss Banner expenses into Amplifund for Title 3 and then all grants once new chart of accounts is available.
Course Program of Study	Automate federal and state financial aid regulations to allow courses required to	CPOS scribing is complete. We are working on a complete percent and 98% report for

	complete a student's program of study to be included when determining financial aid eligibility.	Academic Records to reduce manual work in their office. Phase 2 CPOS starts in October 2025.
Course Scheduling System	Provide ability for Academic Records and Deans to manage scheduling of course sections.	Project is complete for Course Scheduling and will go live in December. Event scheduling implementation started in August.

Banner Modernizations Projects

System	Explanation	Implementation Status
Business Office Modernizations	A finance consultant from Ellucian will re-implement the finance module over the course of the next year.	The project starts in August.
BEST Program	MARS and HRCMS data warehouse are changing over the next several years, and IT will need to understand how to pull from the new source.	Project started by state. Attending meetings now.
Reporting Tool and Portal replacement	New SAAS Ellucian tools to provide users with access to Banner data.	Staff received training on Insights over summer 2025.
Job Scheduler	Allow Financial Aid to automate routine tasks.	Project started in December 2024, and financial aid went live in July 2025. Additional tasks will be added overtime.
Ready Education Mobile App	Moving to a new platform with Ready Education as the current one does not support ADA Title 2 requirements.	Project started in summer 2025.
Banner SaaS Preparation	Moving from Banner on-premises to SaaS provides many new functional and technical features.	Perform assessments of reporting, integration, and workflows to determine scope and cost.
Inventory and report migration	Move reports from Discoverer and Application Express to Insights in preparation for Banner SaaS and to move away from unsupported reporting tool.	The inventory is complete as of spring 2025 and currently moving over Discoverer reports in FY26.

Help Desk

System/Task	Explanation
Windows 10 to 11 migration on desktops and laptops.	Windows 10 will be out of support in October 2025; thus, all computers are required to be on

	Windows 11 by this date. 95% of all computers are now on Windows 11
Continuous movement to laptop only model.	To reduce licensing costs during the pandemic when staff had both a desktop and a laptop, we continue to move away from desktops. 67% of all employees' computers are now laptops.
Change Adobe Creative Cloud license for GID lab.	The previous license (Adobe device license) did not include AI capabilities. Switching to Adobe CC named license adds on AI features.
Removal of HP printers	Most departmental HP printers have been removed as part of an initiative to centralize printing through PaperCut, aimed at reducing overall printing costs.
Added computers in labs	In response to increased class sizes, we have expanded the number of computers in three labs from 20 to 25 to accommodate more students.
Phone upgrades	We began replacing aging and failing physical handsets to improve reliability and performance.

IT Systems, Networking and Security

System/Audit	Explanation
AutoTech Campus	Adding network and Wi-Fi to the new section of the building.
Penetration and Assumed Breach Assessments	Annual review of system security setup to determine any technical vulnerabilities
New POS for Cafeteria and updated Credit Card machines for Gym and Theater	Ensure systems are updated and all credit card machines encrypt data from swipe to credit card processor.
GLBA and PCI assessments with state	Review policies and procedures for protecting student financial data and credit card data.
Bookstore Wi-Fi and network for Gear Store	Provided Internet Connection for new gear store.
Tabletop Exercise	Work with campus police to ensure we can turn off our network in case of major cyber-attack.
Software Upgrades	VCenter upgrade to version8, core firmware upgrades, PA firmware upgrades, and switch firmware upgrades.
UMass DNS services transition to MWCC	UMass is no longer managing our DNS, and MWCC now controls the DNS settings.
Environment monitoring Upgrades with Facilities	Moving from Metasys to ALC over the new few years.
SSO Integrations	Completed SSO integrations for SchoolDude, eCampus, CloudCard, Amplifund, Coursedog, GetInclusive, LibApps, Nelnet,

	Canva, MyWCOOnline.
App for media equipment reservations	Replaced the unsupported iCal asset reservation software by Brown Bear Software with a custom-built in-house app for students to reserve media equipment.

LIFELONG LEARNING AND WORKFORCE DEVELOPMENT

Vice President Adam Duggan

Non-Credit Enrollment Overview

The following report highlights important areas of accomplishment within the division over the course of Fiscal Year 2025. Division-wide goals were set around the following:

- Expanding Access
- Enhancing Accountability through Reporting Capabilities
- Fiscal Sustainability
- Formalizing Non-Credit to Credit Pathways
- Revenue Generation

Year-Over-Year Enrollment Table

Fiscal Year	Summer Semester	Fall Semester	Spring Semester	Total	Difference	Percent Increase
FY20	539	2047	1179	3765		
FY21	155	1561	1812	3528	-237	-6.29%
FY22	400	1362	1445	3207	-321	-9.10%
FY23	313	1718	1700	3731	524	16.34%
FY24	429	3034	2076	5539	1808	48.46%
FY25	577	2449	2372	5398	-141	-2.55%

The above table highlights the enrollment patterns of the Division of LLL/WFD since the Pandemic Year of 2020. As shown, Fiscal Year 2025 represented a small decrease in total registrations across all departments of the division. Overall, total registrations remain very similar to FY24, which represented a huge increase (close to 50%) over FY23. The Division has continued to serve as an access point to educational opportunities and enhanced earnings opportunities for individuals within North Central Massachusetts.

Further, the Division established a system of accountability based on the identification and revision of Key Performance Indicators of Success applied at the Division and Department Levels. Below are the core Division KPI(s) developed and the data markers for each that are applied at the Department Level.

Division of LLL/WFD Key Performance Indicator (KPI) Chart

Indicator	Data Marker
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Total Enrollment	● Total Non-Credit Registrations ● Non-Duplicated Headcount
Total Completion	● Tracked by Individual Departments with Education and/or Training Programming ● Completion of Community Education and Youth Programming Not Tracked
Total Completion Percentage	● Calculated by Individual Departments with Education and/or Training Programming
Industry Recognized Credentials Earned	● HSE Credentials Earned in AE Programs ● Comptia Credentials Earned in IT Programs ● OSHA, ToolingU Certified Production Tech Credentials Earned in MFG Training Programs ● Education TBD
Resource Allocation	● Percentage of Allocated Grant and College Funds Expended
Revenue Generation	● Revenue recorded within Cost Centers Managed by LLL/WFD
Cost Per Non-Duplicated Enrollment	● Calculation of Total Expended Funds for Fiscal Year divided by Total Non-Duplicated Headcount



Department of Adult Education - Core, Site-Based Programming

Overview of Activities

The Department of Adult Education (AE) supports basic skills and foundational learning opportunities for individuals seeking educational options designed to enhance educational attainment, employment, and 21st century skills needed for postsecondary enrollment and workplace success. Programming offers free courses funded by grants through the Adult and Community Learning Services (ACLS) unit of the Massachusetts Department of Elementary and Secondary Education (DESE) expanding access to foundational educational programming preparing eligible individuals for academic and workplace success. Programming provides three levels of academic preparation for either the HiSET or GED high school equivalency exams spanning literacy and numeracy levels from early elementary to high school. Programming also supports three levels of English for Speakers of Other Languages (ESOL) designed to build foundational reading, writing, speaking, and listening skills designed to support community navigation, postsecondary enrollment

and/or workplace readiness. The Department of AE also administers the Transition to Community College program which provides wrap-around and financial support services to individuals transitioning primarily from DESE-funded adult education programs to college enrollment at MWCC. These programs combined comprehensive, site-based academic preparation support that can move students from initial placement to college enrollment via site-based adult education programming at MWCC.

The table below shows total enrollment numbers for FY25. These numbers represent the total number of federally countable students as defined by our founder ACLS that enrolled in programming throughout FY25. These numbers are taken directly from the statewide data management system LACES.

	AE Programming	ESOL Programming	Total
Enrollment	225	269	494

Adult Education MSG Table Covering FY20 - FY25

The table below shows a five-year window of MSG measurements comparing MWCC's rates with the Commonwealth of Massachusetts. The five-year window provides a Pre-Covid context as well as how MWCC's site-based, core Adult Education programming performed compared to the state. Statewide data is available through Fiscal Year 2024. As shown, MWCC's site-based, Adult Education programming has performed well against the state average the last two fiscal years of available data.

Year	MASS	MWCC CORE	Difference
2019-20	24.04%	30.30%	6.26%
2020-21	41.46%	40.58%	-0.88%
2021-22	41.25%	50.65%	9.40%
2022-23	42.80%	46.15%	3.35%
2023-24	48.34%	50.25%	1.90%
2024-25		53.44%	

Financials

The table below shows the funding secured by the Department of Adult Education - Core, Site-Based Programming throughout FY25 as well as continuation and new funding secured for FY26 through a variety of grants. The field of Public Adult Education has dealt with uncertainty at the federal level that has led to reductions in funding for FY26 and further anticipated reductions in FY27. Below is the list of fund codes and award amounts across FY25 and FY26.

FY25 and FY26 Funding

Funding Source	FY25	FY26
Fund Code 340	\$571,152.00	\$156,816.00

Fund Code 345	\$408,950.00	\$784,082.00
Fund Code 668	\$225,000.00	\$180,000.00
Fund Code 850	\$9,228.00	\$13,128.00
Total	\$1,214,330.00	\$1,134,026.00
Year-Over-Year Difference	(\$80,304.00)	
FY25 Percent Difference	-6.61%	

MassLINKS

Overview of Activities

MassLINKS supports fully remote basic skills and foundational learning opportunities for individuals seeking educational options designed to enhance educational attainment, employment, and 21st century skills needed for postsecondary enrollment and workplace success. Programming offers free courses funded by grants through the Adult and Community Learning Services (ACLS) unit of the Massachusetts Department of Elementary and Secondary Education (DESE) expanding access to foundational educational programming preparing eligible individuals for academic and workplace success. Programming is open to eligible individuals statewide and offers academic preparation for either the HiSET or GED high school equivalency exams spanning literacy and numeracy levels from early elementary to high school. Programming also supports three levels of English for Speakers of Other Languages (ESOL) designed to build foundational reading, writing, speaking, and listening skills designed to support community navigation, postsecondary enrollment and/or workplace readiness. MassLINKS provides comprehensive, fully remote academic preparation programming that can move students from initial placement to college enrollment.

The table below shows total enrollment numbers at MassLINKS for FY25. These numbers represent the total number of federally countable students enrolled in programming.

FY24	AE Programming	ESOL Programming	Total
Enrollment	378	343	721

MassLINKS MSG Table Covering FY23 - FY25

The table below shows a two-year window of MSG measurements comparing MassLINKS rates with the Commonwealth of Massachusetts. The two-year window shows how MassLINKS has performed in comparison to statewide throughout its two years of offering classes. Statewide data is available through Fiscal Year 2023. As shown, MWCC's site-based, Adult Education programming has performed well against the state average the last two fiscal years of available data.

Year	MASS	MassLINKS	Difference
2022-23	42.80%	41.02%	-1.78%

2023-24	48.34%	43.81%	-4.53%
2024-25		39.81%	

Financials

The table below shows the funding secured by MassLINKS throughout FY25 as well as continuation and new funding secured for FY26. Fiscal Year 2025 was year one of the new 5-year grant cycle. MassLINKS was awarded \$3 million per year before reductions in funding prior to the start of the fiscal year reduced the award to \$2.7 million.

FY24 and FY25 Funding

Funding Source	FY25	FY26
Fund Code 538	\$2,700,000.00	\$2,500,000.00
<i>Year-Over-Year Difference</i>		(\$200,000.00)
<i>FY25 Percent Difference</i>		-7.41%

- **The Department of Workforce Access and Education Overview of Activities**

The Department of Workforce Access and Education delivers programming designed to provide pathways to entry-level employment within the priority industries of North Central Massachusetts (Healthcare, IT, Advanced Manufacturing) as identified by the MassHire North Central Workforce Board and Workforce Skills Cabinet. Programming seeks to align the skills, competencies, workplace readiness education, and industry recognized credentials needed for successful employment within the identified priority industries. Programming provides multiple access points to career pathways for the un and/or underemployed of North Central Massachusetts, creating a steady pipeline of skilled workers to fill existing and emerging occupational needs as evidenced by regional labor market data and employer input. The Department of Workforce Access and Education offers short-term occupational training that combines foundational education with industry-specific occupational training. These programs can combine ESOL instruction with industry training, allowing students to build foundational language skills targeted to the industry of choice and the unique workplace environment associated with the occupation. Currently, such programs exist within the current pathways: **(1)** Healthcare **(2)** Early Childhood Education **(3)** Advanced Manufacturing. Additionally, the Department of Workforce Access and Education partners with other departments within the division to ensure the maximization of industry credentials and prior learning assessment to support and strengthen non-credit to credit pathways at MWCC - ensuring credit attainment aligned to earned industry credentials for students transitioning to MWCC.

Grants and Non-Credit Programs Administered:

- Non-Credit Healthcare Training Programs (supported by various grants)
 - Nursing Assistant Training
 - ESOL/Nursing Assistant Training
 - Advanced Nursing Assistant for the Acute Care Setting
 - Certified Medical Administrative Assistant (TBD)

- Early Childhood Education
 - ESOL/Child Development Associate
 - Spanish Child Development Associate
- Information Technology
 - Google IT Support Specialist
- Advanced Manufacturing
 - Certified Production Technician Training/Introduction to Automation and Robotics
 - ESOL/Certified Production Technician Training
 - Quality Systems Training
 - Warehousing/Logistics
 - Biomanufacturing

Fiscal Year 2025 marked a transition point for the Department of Workforce Access and Education. In order to better serve regional and statewide nursing needs as well as to meet strategic and operational objectives to support pathways programming in areas of healthcare, the division of lifelong learning, in collaboration with the division of academic affairs, began the transition of sunsetting non-credit CNA training programs moving all CNA programming under academic affairs. This transition will be completed in full by the start of FY27. The current fiscal year will serve as a transition year for all parties, as the division of LLL/WFD completes grant programs associated with non-credit CNA training programs and shifts its focus to other priority industries.

The Department of Corporate Training and Community Education

The Department of Corporate Training has achieved remarkable success throughout FY25. With almost 430 enrollees benefiting from customized training programs, the Department of Corporate Training and Community Education expanded its reach to diverse companies across the region, reflecting our versatility and adaptability to train both virtually and in person. The Department of Corporate Training and Community Education offered courses in ESL, Automation Training, First Line Supervisor, various levels of MS Excel and Word, Fanuc Robotics, and CPR to name a few. The combination of enrollment across a variety of topics, broad corporate engagement and comprehensive employer relations, and significant revenue generation (outlined in the table below) underscores the department's pivotal role in driving regional workforce development and organizational growth.

FY25 Revenue Targets

<i>FY25 Revenue</i>				
Rev Code	Rev Name	Rev Target	Rev YTD	% of Target
50312	Special Program Fee	\$ 190,000.00	\$ 235,880.18	124.15%
50222	DCE College Fee	\$ -	\$ -	#DIV/0!
50227	Discounts	\$ -	\$ -	#DIV/0!
	Gifts, Grants &			
557062	Contract Revenue	\$ 320,000.00	\$ 525,980.61	164.37%

Revenue Totals	\$ 510,000.00	\$ 761,860.79	149.38%
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Community Education

Personal Enrichment and Youth Programming

The Department of Corporate Training and Community Education offered personal enrichment classes throughout the year totaling 829 registrations. These courses provided the local community with the opportunity to learn new skills while having fun at an affordable price. Many of these classes are held in conjunction with local businesses. This has been a successful year for the summer adventures program with 315 registrations.

Correctional Education

This Department transitioned to Academic Affairs on July 1st, 2025.

MWCC Foundation

Executive Director Carla Zottoli

-  Completed Phase 1 of the renovation of 42 Linus Allain Ave. to prepare the warehouse space for the expansion of the Auto Tech program.
-  Provided \$730,700 in support to the college, increased foundation endowment by \$1,490,500.
-  Awarded \$350,000 in scholarships to MWCC students.
-  Gave the college \$50,000 from the Basic Needs Endowment that was created in 2023 to use for the Food Pantry, Child Care and the Student Emergency Fund.
-  Secured \$279,690.76 in state endowment match funds.
-  Assisted Office of Resource and Strategic Initiative Development in securing a \$100,000 grant to build classrooms for the Auto Tech program at 42 Linus Allain Ave.
-  Collaborated with Office of Resource and Strategic Initiative Development on funding approaches, grant applications (as 501c3), and management of scholarship grants.

Racial Equity, Diversity, and Inclusion

Chief Diversity Executive Stephanie Williams

-  Presented May PD Day- Inclusive Syllabus Design- The interactive workshop focused on discussed and share examples of elements techniques and strategies for incorporating inclusivity into the course syllabi.
-  Facilitated- DEI Team Retreat (two ½ day retreats)
-  Led- NECHE Workgroup
-  Led institutional teams of up to twelve (12) individuals in completion of participation in the John N. Gardner Institute's Equity in Retention Academy. Developed a retention mission.
-  Offered opportunities for participation in the following training:
-  September - Friendship Place 2023 Anti-Racism Training Series Session 2: Re-defining the Timeline and Progression of Racism and White Supremacy
-  October – Validating Students' Presence & Abilities: Practices of Belonging & Mattering (REJI)

- ✦ October - Friendship Place 2023 Anti-Racism Training Series Session 3: White Privilege & White Fragility/Guilt
- ✦ October - Navigating Difficult Conversations w/ Dr. Taj Smith (REJI)
- ✦ November - Friendship Place 2023 Anti-Racism Training Series Session 4: Global Perspectives: Native-American Issues
- ✦ December- Data, Equity, Action! Facilitating an Equity Data Walk for Actionable Campus Change (REJI)
- ✦ February- Equity-minded Faculty/Librarian Evaluation Practices (REJI)
- ✦ February- Unlearning Internalized Racism Part 1: How we've absorbed and enact white supremacy culture and what we can do differently.
- ✦ March - Racial Equity Policy Frameworks (REJI)
- ✦ March- Unlearning Internalized Racism Part 2: Recognizing and shifting attitudes and behaviors that perpetuate racism.
- ✦ March - Intersectional Whiteness: How our other dominant and marginalized identities shape our whiteness and anti-racism work.
- ✦ April- Skillful Speech for Addressing Problematic Race Talk (3 workshop series)
- ✦ April- Equity-minded Human Resources Practices - Dr. Román Liera (REJI)
- ✦ June - REJI Shared Equity Leadership Summer Series (LT and Trustees only)
- ✦ DEI Style Guide for the college- The DEI (Diversity, Equity, and Inclusion) Style Guide is a concise, practical resource designed to ensure that all communications within the college are consistent and inclusive. It complements the Shared Language Guide, which is in development, by providing specific guidelines on language usage and tone. The style guide was developed by CDE and designed by one of our designed students. Once rolled out, the guide can be integrated into everyday practices, as a way for the college to enhance our commitment to diversity, equity, and inclusion, ensuring that these values are reflected in all aspects of our communication.
- ✦ Advocated for the availability of printed materials for the college's Employee Assistance Program (EAP), shifting from a solely paperless approach that required employees to access online resources. This change responded to the diverse needs of our workforce by recognizing that not all employees are equally comfortable with or have reliable access to digital platforms. Providing printed EAP materials ensures that all employees (including folx with limited digital literacy, limited internet access, or cultural preferences for tangible resources) have equitable access to vital mental health, financial, and personal support services. This initiative broadened the inclusivity of our communication practices, reducing potential barriers to utilization.
- ✦ Facilitated three (3) highly interactive DEI Team Retreats in June, July, and August, intentionally designed to strengthen alignment and prepare for a strategic restructuring process. I developed and led a customized curriculum that advanced diversity, equity, and inclusion goals while enhancing the team's overall effectiveness and efficiency. Each session built upon the last, integrating reflective exercises, equity-centered dialogue, and collaborative problem-solving to surface opportunities for growth. The retreats created a structured space for candid discussion, collective visioning, and reimagining team roles and processes.
- ✦ Racial Equity and Justice Institute (REJI) consortium job posting portal - As a member institution, we are now able to upload job openings (for positions where a core duty is advancing racial equity).
- ✦ HR Diversity statement – Now will be added to all job postings - Mount Wachusett Community College embraces diversity, equity, and inclusion as core values and makes it our mission to proactively focus on improving racial equity in our college community. We value equity-minded individuals with commitment to serve student learners from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities, and orientations.

Therefore, we strongly encourage applicants who share our commitment and who understand the benefits of culturally relevant practices needed in an educational environment.

- ✦ Identified inaccurate affirmative action data reported internally and by a third-party vendor; by proactively reviewing and validating the information, I mitigated compliance risks and strengthened institutional accountability.
- ✦ Led the college's collaboration on the HEIF grant, serving as the designated liaison under MWCC's Consortium MOU. In this role, I advanced faculty and staff engagement in high-touch communities of practice, strengthening equity-focused initiatives across Massachusetts community colleges. This effort successfully resulted in multiple MWCC employees participating, fostering knowledge exchange and driving systemic equity work throughout the Commonwealth.
- ✦ Led the collaboration with Quinsigamond Community College (QCC) to create a Massachusetts community college certificate program in Diversity, Equity, and Inclusion (DEI). The program design leveraged the expertise of vetted instructors, the majority of whom were MWCC employees, ensuring high-quality, institutionally informed content. The departure of QCC's Executive Director of Diversity introduced uncertainty regarding the project's next steps and overall timeline.
- ✦ Successfully hired a Director of Multicultural Affairs and Student Engagement: Led a comprehensive search and hiring process, including revising the job description to reflect institutional priorities and ensure a competitive salary, coordinating the posting and recruitment strategy, and managing both first- and second-round interviews (serving as the primary point of contact and communicator with all candidates). Facilitated a strategic and intensive onboarding process (including office relocation and set-up), providing ongoing one-on-one guidance and leadership to support the Director's successful integration into the institution and alignment with student engagement, equity, and institutional goals.
- ✦ BIPoC Employee Healing Space and Equity Ed Series for LT: Implemented targeted DEI initiatives to strengthen institutional culture and support leadership development, including the launch of a BIPoC Employee Healing Space to cultivate connection, healing, and community among employees of color. And, through procurement of a third-party consultant implemented an Equity Education Series for the Leadership Team focused on advancing literacy and building capacity to recognize and interrupt systems of oppression. The series supported leaders in expanding their awareness and knowledge, equipping them with the tools they need to fulfill the college's equity imperative and inclusive practices efforts.
- ✦ Led strategic planning efforts for the Intercultural/Multicultural Center by engaging a diverse range of constituents to collect historical data, assess current needs, and shape future direction. Developed a comprehensive vision and operational plan that included a case management approach, measurable outcomes, and frameworks for tracking impact. This work culminated in a 40-page proposal submitted to the college president in November 2024, establishing a clear roadmap for the Center's implementation and long-term success.
- ✦ Partnered with legal experts and community-based organizations to develop and distribute (campus-wide) comprehensive immigration-related resources to support undocumented, DACA, and international students and employees navigating complex legal and personal challenges regarding rights, protections, and available support systems. In parallel, curated a clear and standardized ICE protocol outlining institutional response procedures in the event of enforcement activity on or near campus balancing compliance with federal law while prioritizing student safety, confidentiality, and wellbeing.
- ✦ Strengthening regional representation, actively represented MWCC in both the HEAL Winchendon and HEAL Gardner initiatives, ensuring the college's voice and perspective

were integrated into community-centered DEI work. Through these collaborations, I contributed to advancing equity, diversity, and inclusion strategies that addressed the unique needs of our external communities, while fostering meaningful partnerships that amplified MWCC's commitment to social impact beyond the campus.

✚ As a Board Member of the North Central Arc of Opportunity and in my role representing Mount Wachusett Community College, I traveled to Washington, D.C. to engage in direct advocacy with federal policymakers. Our efforts focused on protecting Medicaid funding, which is a lifeline for students, employees, and community members with disabilities. I also advocated against proposed cuts to higher education funding, emphasizing how such reductions would disproportionately harm community college students, particularly those from low-income backgrounds and students of color. In both policy areas, I highlighted the intersection of disability rights, equity, and access to education, underscoring the critical role community colleges play in providing affordable pathways to opportunity. This advocacy not only amplified the voices of disenfranchised and under resourced student populations at MWCC but also positioned the college as a committed partner in advancing equity at the federal level. Helping to ensure that MWCC is actively represented in shaping policies that directly affect the success and wellbeing of our diverse student body and employees.

✚ Introduced the Period Poverty Project for inclusion in MWCC's Basic Needs Grant funding, In support of the Vice President of Student Affairs and the dedicated MWCC Facilities team, the college now provides free and accessible feminine hygiene products across multiple campus restrooms. Funded by DHE Basic Needs resources, MWCC installed 50 ADA-compliant, wall-mounted dispensers stocked with OCS Certified organic cotton tampons and pads, available at no cost to students, employees, and visitors. This initiative reflects our shared values and demonstrates a commitment to student success, equitable access to basic needs, and institutional equity. By removing barriers to learning, teaching, and working, the project ensures that no community member is excluded due to lack of access to essential hygiene products. Additionally, the project aligns with our commitment to supplier diversity, partnering with a WBENC-certified, woman-owned vendor that champions period inclusivity. Through this effort, MWCC continues to create an intentionally inclusive, supportive, and equitable environment for all.

STRATEGIC RESOURCE DEVELOPMENT AND PLANNING

Executive Director Heather Layton

✚ **PLANNING:**

Annual Planning – Operational FY2025

Aligning with Budgeting Process:

- Worked with Finance and Administration Division to continue our collaborative effort to combine budget and strategic funding request from Cost Centers, to enable budget decisions about proposed strategic operational activities early in the process.
- Collaborated on an updated template that allowed cost centers to submit up to three operational planning activities requiring prioritization upon submission with an in-depth description of the alignment to the Equity Agenda and a detailed budget request.
- Finalized in-depth job aid for completing the operational planning portion of the template, resulting in more focused FY 2025 Annual Operational Plan submissions that made it more easily prioritized and reviewed by the college's Leadership Team.

Facilitating the Prioritization of the FY 2025 Annual Operational Plan:

- Organized and led the MWCC Operational Plan and Strategic Funding request discussions with the Leadership Team and their divisions/departments.
- Over three meetings led the Leadership Team through a review of the FY 2025 Operational Plan submissions and a prioritization and strategic funding process.
- Finalized the FY 2024 End of Year Report on the Annual Operational Plan in August 2024.

Strategic Plan – Bridge Plan FY2026 FY2027

- Seven month deliberative process to prioritize and simplify MWCC's current five year Strategic Plan into a Two Year Strategic Bridge Plan for FY 2026 and FY 2027. The Strategic Bridge Plan reflects MWCC's changing student landscape and focuses our institution's strategic efforts on our highest priorities that MWCC can feasibly accomplish in the remaining two years of our current plan. Through this collaborative process, MWCC's Leadership Team reviewed and refined our existing Strategic Plan, removing activities that were completed or abandoned due to lack of funding or change in direction, updated strategic actions reflecting these changes, and created measurable outcomes for each strategic action to improve our ability to track our progress. This Strategic Bridge plan has maintained all five of its original goals and majority of its Strategic Initiatives but has deliberately reduced its Strategic Actions. The process included facilitating discussions, tracking changes progress and established updated performance metrics with the Leadership Team for the Strategic Bridge Plan which will provide a blueprint for the College through the final two years of its strategic plan. Additionally, this plan has updated and includes a more comprehensive Shared Definitions and Shared Language sections.
- Published and promoted Bridge Plan to college community.
- Strategic Plan – New Plan Development
- Drafted timeline and process for development of next strategic plan, with attention to the NECHE five year Interim report that will also be taking place with similar timeline.
- Attended SCUP Training to prepare for new plan development.
- Facilitated the collection of inventory of accomplishments President, Leadership Team and Marketing Department on development of annual President's Report FY2024.

GRANTS DEVELOPMENT:

- Set strategic direction and led grant development work at MWCC in the submission of 52 new and multiple year grants that brought in \$11,474,281 million for FY 2025 to date; 52 grants have been submitted, and 51 funding decisions have been made with 45 awards made as of September 30, 2025.
- Through the Team's grant development efforts was as awarded five Federal U.S. Department of Education grants (3 Student Support Services, 1 GEARUP and 1 FIPSE Basic Needs grant) in FY 2025 valued at 10.3 million over the three to seven year lifecycle of these grants.
- By June 30, 2025, over 26 grant or renewal grant concept-vetting discussions with MWCC's Leadership Team for their review, discussion, and approval and communicated these decisions to the stakeholders involved. This process led to increased focused and in-depth conversations on strategic impact of grants at MWCC and its alignment to the college's Strategic and Annual Operational Plan.
- Team collaborated on the long-term grant development process of four grants targeted for

submission FY 2026 (2 Talent Searches, 1 Educational Opportunity Center and one CCAMPIS grant)

- Collaborated with MWCC Foundation on strategic grant development efforts that resulted in \$219,200 of awards for the Automotive Technician Center, Child Watch, Basic Needs, Institutional Work Study. Overall, 13 collaborative grants have been submitted through this collaboration and 12 funding decisions have been requested.

GRANTS MANAGEMENT:

- Served as 30% Project Director for the MWCC Title III Part A Strengthening Institutions US Department of Education (internally named the Pathways to Future: Increasing Persistence and Retention to Graduation.) This five year \$2,250,000 is a catalyst for transformative change for MWCC as the institution addresses long-standing equity issues, enhances student centered initiatives and furthers strategic goals in the area of improved technological systems, reformed career exploration and experience curriculum and instruction; and an integrated student support network: researched, prepared, and submitted the Annual Performance Report; facilitated Steering Committee meetings with the Task Force leads, facilitated monthly title III reports and time and effort reports; and maintained of an intranet Title III site for communication of results. Through this role, we have made connections with strategic work of the campus and connected them to Title III activities to leverage and build additional transformative change at MWCC. Have begun to assist the Steering Committee in leveraging MWCC strategic initiatives with Title III dollars for greater impact and hope to continue this in the year ahead.
- Made progress with Amplifund Grants Management system for research and pre-award phases of grant development. Grants Management is using the system to prepare budgets, budget amendments and as records management. Grant Team is in process of developing standard operating procedures and job aids in preparation for launch campus-wide in FY 2027. Once the Banner Finance and Chart of Accounts redesign is completed, will work with Grants management to implement the Budget and expense tracking portion of this tool with grant project directors.
- The office facilitated over 224 grant management check-in and grant start-up meetings with 21 unique grant project directors in FY 2054.
- Provided in-depth grant management assistance for the more complex issues that arose this year in grants management and feedback and support on annual, quarterly and programmatic grant reports.
- Continued to collaborate with Dr. Laurie Occhipinti serving as the lead of the internal Grants Evaluation team with Trio grants such as Student Support Services, Talent Search, Upward Bound Math and Science and CCAMPIS.
- Led the close-out process for four grants in FY2025 – Gear Up FY2019, CCAMPIS, USDA NIFA SPECA Food Sustainability Grant and STEM Starter Academy
- Facilitated the Records Retention effort for grants by collecting inventories from current Grant Project Directors and Supervisors on location and labels of grant records by division, as well as communicating the requirements of the Commonwealth's records retention rules, which are more stringent than Federal guidelines.

Other:

- Onboarded and trained an new Grant Writer.

- Staff completed the Society for College and University Planning Implementation Planning Institute to obtain core knowledge on strategic planning and strategies for designing the institution's next strategic planning process and continue improvements to the Annual Planning Process.
- Staff served as Council for Education – TRIO Proposal Reviewer.
- Massachusetts Community College Grant Developers active membership.
- Staff participated in multiple search committees: Business Office Budget Analyst, Grants Accountant V,

STUDENT SERVICES AND STUDENT AFFAIRS

Vice President/Senior Dean Jason Zelesky

- ✚ **Student Parent Support:** MWCC continues to grow its support and programming for pregnant and parenting students. The on-campus (Gardner) Family Resource Center and Child Watch Program continue to grow into signature support services for our student parents that have become nationally-recognized for their service to parenting students. With the assistance of additional grant support, we have extended our Child Watch hours, staffing and capacity to coincide with increased demand. We have also designed specialized programs during the K-12 vacation weeks to support student parents who need childcare during those weeks (February, April) and partnered with Lifelong Learning to offer summer adventure camps to our parenting students so that they can continue to move forward in their academic programs.

This academic year, the Child Watch (free drop-in childcare) Program served 74 unduplicated student parents and 98 children. Of the 74 parenting students using this service, only eight are not able to return or complete their degrees at this time. This equates to an 89% persistence/graduation rate and the overall GPA of student parents served by the Child Watch Program is 3.12.

- ✚ **Community College Housing Partnership:** MWCC has partnered with Fitchburg State University to develop the [Community College Housing Partnership](#) which allows students attending MWCC to consider a residential living opportunity at FSU. Both campuses are working together to build a program that supports the individual needs of our students to ensure a positive living and learning experience. The program [officially launched](#) in May 2025, and we currently have nine MWCC students living on the FSU campus.

In addition to this program, MWCC, FSU, and LUK Inc. continue to work in partnership to support unhoused and housing insecure youth looking to continue their education beyond high school. Through the state-funded MA Housing Scholarship Program, our North Central Partnership has filled all ten of our allotted slots. Students in this program are provided free tuition, fees, housing, and meal plan via this generous scholarship. While attending college and living at FSU, these scholarship students are also working closely with a case manager to ensure that they are building a strong foundation of skills, support, and resources to successfully transition to independent living after college.

- ✚ **Expansion of Basic Needs Support and Infrastructure for Students:** In December 2024, has received the U.S. Department of Education Basic Needs for Postsecondary Students grant for \$874,420. This three-year grant was a multi-year development project working across departments to address the basic needs of our students. We completed an in-depth

analysis of student needs from a student survey conducted in Fall 2023 as well as focus groups of for credit and non-credit students across the college community. The team worked together throughout the spring and summer of 2024 to develop the proposal collaboratively with the Brewer Center, the Diversity Office, and Access & Transition along with insights and support from Lifelong Learning & Workforce Development and Institutional Research. It was a huge lift and will provide transformative change for our basic need services available at MWCC.

The project will provide direct services in food assistance, health (including physical health, mental health, behavioral health, and trauma), and childcare. The project will support the expansion and administration of the MWCC Food Pantry which provides food and hygiene supplies to MWCC students. Added mental health services will address a growing need in this area while filling gaps in services at MWCC's Leominster Campus. In addition, MWCC will support a free childcare program, Child Watch, to allow students to have 2-3 hours of free care while they attend class, study, or meet with advisors. Through cross-agency partnerships, the project will address housing, transportation, and technology challenges. Partners will serve on the Basic Needs Advisory Board. The project will include the completion of community needs assessment and asset mapping process to identify resources which will fill gaps in current services. In addition, this project will create an annual "Basic Needs Survey" that will allow MWCC to better understand, respond to, and plan for our students.

 **Advocacy and Exploration of Addressing Student Transportation Needs:** MWCC's continues to explore ways to help bridge many of our students' transportation needs. Public transportation – especially in and around North Central MA and our service-delivery area – poses some unique challenges for students who want and need face-to-face services and in-person classes. Vice President of Student Services, Jason Zelesky, has been working with other local agencies as part of the Health Equity Partnership of North Central Massachusetts (CHNA9) through their Anchor Collaborative initiative to found the North Central Massachusetts Rides Transportation Management Association (TMA). MWCC has signed on as a founding member and VP Zelesky will serve on the TMA's inaugural Board of Directors.

TMA's have proven successful across Massachusetts, in places like the Route 128 corridor, the Middlesex 3 area, and in Greater Boston and Cambridge. They typically offer tools to facilitate carpools and vanpool formation, an emergency ride home program that guarantees alternative transportation for employees who commute via shared transportation, shuttle services to fill critical transportation gaps, and transit planning and promotion to maximize use of existing public transportation.

MWCC's role on this TMA is to continue our advocacy for students and all residents of the North Central community who need access to employment and educational opportunities.

 **Three TRIO Student Support Services Grants Refunded for Five Years:** In collaboration with MWCC's Grant Department, Mount Wachusett Community College (MWCC) was awarded three U.S. Department of Education TRIO Student Support Services grants totaling \$5,066,500 (\$1,013,300 annually) to continue to support programs that help low-income students, first-generation college students, and students with disabilities to succeed in

college. These grants are awarded every five years and continue the College's successful TRIO Student Support Services (SSS) Program that combined serve 420 students annually.

MWCC will receive \$1.36 million over the next five years, \$272,364 per year to support the Student Support Services STEM program, known on campus as the RX Program. The RX Program provides comprehensive services to 120 students annually who are majoring in health sciences – Biology, Nursing, Allied Health, Veterinary Technology, Paramedic, Paramedicine, Practical Nursing, Dental Hygiene or Pharmacy.

MWCC's second TRIO program is the Visions Program, which serves 300 low-income, first-generation college students and students with disabilities in any non-health services majors annually. The Visions Program is funded by the second and third SSS grant awards, a combined \$740,936 each year, for a total of over \$3.7 million.

MWCC's TRIO SSS Programs provide a range of vital, individualized services, including tutoring, academic advising, financial aid assistance, transfer counseling, career exploration, and workshops on college success skills. The program's goal is to increase college retention and graduation rates while fostering a supportive, inclusive learning environment where students are empowered to thrive.

The federally funded TRIO Programs are administered by the U.S. Department of Education. Established under the Higher Education Act of 1965, TRIO Programs are designed to identify and support students from disadvantaged backgrounds as they progress through the academic pipeline from middle school through postsecondary education.

APPENDIX B: FY 2025 MWCC PRESS RELEASES

June

Child Watch Program Receives Support from George R. Wallace Foundation

Posted on June 12, 2024

The Mount Wachusett Community College Foundation, Inc. is pleased to announce a generous award to support the Mount Wachusett Community College (MWCC) Child Watch program, which provides enrichment for the children of MWCC students while they attend to their academic requirements. The George R. Wallace Foundation grant of \$30,000 will be split over the next two fiscal years and used to fund two new student workers for the Child Watch Program, providing over 1200 hours of coverage, including evening hours which are in high demand.

The Child Watch program launched in the spring of 2022 to support parenting students seeking childcare during their kids' February and April school vacations, which do not align with the college academic calendar. It became apparent that drop-in services were needed at other times as well to allow parenting students to attend class, meet with advisors, join study groups, and participate in other activities at MWCC.

"The Child Watch program has been an amazing benefit for our students," stated James Vander Hooven, President of MWCC. "It directly increases educational access and equity for parenting students, eliminating a major obstacle on their journey to a degree."

Child Watch Program Receives Support from the Elden E. Bjurling Charitable Foundation

Posted on June 24, 2024

The [Mount Wachusett Community College Foundation, Inc.](#) is pleased to announce an award from the Elden E. Bjurling Charitable Foundation. The award is made in support of the Mount Wachusett Community College (MWCC) Child Watch program, which provides enrichment for the children of MWCC students while they attend to their academic requirements.

The Child Watch program supports parenting students seeking childcare while they are in class or attending other activities at MWCC. Prior to the Child Watch program, parenting students struggled to attend classes during their children's February and April school vacations. Both scheduled and drop-in services were added at other times as well to allow parenting students to attend class, meet with advisors, join study groups, and participate in other activities at MWCC

The \$27,500 award from the Elden E Bjurling Charitable Foundation will enable the Child Watch program to fund three additional staff members, providing over 1,600 hours of coverage, including evening hours which are in high demand.

“The Child Watch program has been an amazing benefit for our students,” stated James Vander Hooven, President of MWCC. “It directly increases educational access and equity for parenting students, eliminating a major obstacle on their journey to a degree.”

MWCC Receives Portion of Healey-Driscoll Administration \$15 Million in Skills Capital Grants

Posted on June 26, 2024

Mount Wachusett Community College (MWCC) is one of 65 educational institutions to receive Skills Capital Grants supporting upgrading technology and instructional spaces to expand career programs for young people and adults and increasing capacity in workforce training programs across Massachusetts.

The \$425,000 grant will support [MWCC's Automotive Technology program](#) with equipment to expand and upgrade the current program and the Electric Vehicle (EV) concentration planned for the program. MWCC undergraduates, Early College Academy students earning college credits while in high school, and incumbent automotive technicians seeking to improve their skills will be able to benefit from the grant-funded improvements.

Training will include both for-credit and non-credit courses in the diagnosis and repair of traditional combustion engines and electric vehicles. The equipment to be purchased includes electrical and technical trainers, automotive technician equipment, diagnostic equipment, shop equipment and tools, an electric vehicle for student practice, and a charging station for electric vehicles for use in diagnostics and repair.

“The demand for auto technicians with EV skills and knowledge in our region is continuing to grow, as is the interest in our program,” stated Eric Almeida, professor and automotive program director. “The additional equipment and tools will ensure that all students have access to the resources they need in the classroom.”

July

Department of Elementary and Secondary Education Awards Continuing Grant to MWCC for MassLINKS Adult Education Virtual School

Posted on July 12, 2024

Mount Wachusett Community College (MWCC) has received approval from the Department of Elementary and Secondary Education (DESE), pending state and federal appropriation, for the continuance of the highly successful MassLINKS Adult Education Virtual School.

MassLINKS, launched by the Baker-Polito administration in 2022, is the first fully virtual educational option for Massachusetts adults statewide who are seeking their high school equivalency, GED or HiSET, or English language instruction. MassLINKS classes are free for all adults, increasing access to learning opportunities by eliminating transportation barriers and giving learners the flexibility to take classes that work with their schedules. In its first year, MassLINKS served 1,079 students.

MWCC provides instruction in partnership with DESE's Office for Adult and Community Learning Services (ACLS) and complements the network of local training providers. The FY2025 plan seeks to provide adult basic education to 330 students and ESOL education to 450 students.

"Expanding access to educational opportunities is at the core of our mission," stated MWCC President James Vander Hooven. "This program has provided transformative education to residents, improving lives and families across the Commonwealth."

August

Worcester Polytechnic Institute and Mount Wachusett Community College Announce Transfer Agreement

Posted on August 13, 2024



Mount Wachusett Community College (MWCC) and Worcester Polytechnic Institute (WPI) have entered into a new transfer agreement to provide seamless pathways for students pursuing higher education in STEM fields. This agreement, effective immediately, aims to

facilitate the transfer of MWCC students into WPI's prestigious programs, fostering academic and career success.

President James Vander Hooven of MWCC expressed enthusiasm about the collaboration, stating, "This agreement marks a significant opportunity for our students to access WPI's renowned educational resources and further their career aspirations in high-demand fields. We are proud to partner with WPI in providing clear and attainable pathways for student success."

WPI President Grace Wang, echoed this sentiment, emphasizing MWCC's and WPI's shared commitment to fostering a diverse and talented student body. "We are excited about the partnership with MWCC and look forward to welcoming future MWCC students into our community and supporting their academic journey with personalized advising, vibrant campus life, and hands-on, transformative learning experiences."

Longtime Community Leader Appointed Chairperson of the MWCC Board of Trustees

Posted on August 16, 2024



President James Vander Hooven with Board of Trustee members Patricia Pistone, Oren Cohen, Claire Freda, Denise Gosselin, Rick Walton, and Patti Bergstrom. Members not pictured are Douglas Peterson and Irene Hernandez Guzman.

On August 15, 2024, Leominster's Claire M. Freda presided over her first Board of Trustees meeting as Chairperson after her appointment to the position by Governor Maura Healey.

"I am very excited for Chairperson Freda and the College," stated MWCC President James Vander Hooven. "I have enjoyed working with her on the board since her arrival. She has been a passionate advocate for our students and MWCC."

"I am deeply honored to accept this appointment as Chairperson of the MWCC Board of Trustees and appreciate Governor Healey's trust in me. My commitment to the students and the mission of Mount Wachusett Community College has only grown stronger during my time on the Board," stated Freda. "I look forward to continuing to advocate for our students and working with my fellow trustees to ensure the college's continued success. I am also committed to making sure that our North Central Massachusetts students are aware of the dedicated faculty ready to help them prepare for their future."

Healthy Minds: Lead with Love Youth Conference Empowers Over 400 Students in North Central MA

Posted on August 22, 2024

The Healthy Minds Youth Conference, supported by the Reliant Foundation, Main Street Bank, and the United Way of North Central MA's Summer ASOST Grant, brought together over 470 youth and educators for a transformative two-day event on July 24th and 25th at Mount Wachusett Community College (MWCC). With the theme "Lead With Love," the conference emphasized the importance of mental well-being, self-care, and social connection for North Central Massachusetts' youth.

Led by United Way Youth Venture (UWYV) of MWCC, the conference addressed gaps in mental and behavioral health support while exposing participants to educational and career pathways. The event harnessed the strengths of multiple community organizations, mental health professionals, and career pathway practitioners, creating a holistic, supportive environment for all attendees.

September

Two Students Named First Literacy Scholars for 2024/2025

Posted on September 20, 2024

Mount Wachusett Community College is celebrating the achievements of two of its students selected as First Literacy Scholars for the 2024-2025 academic year. These students were

awarded scholarships that support adult learners in advancing their education. Sabrina Alonso and Khadija Charafi Maechaoui from Mount Wachusett Community College have been recognized for their dedication to literacy and education.

First Literacy Scholars are selected from community colleges across Massachusetts, honoring students who demonstrate perseverance and commitment to their educational journey, often overcoming significant personal challenges. The program provides financial support, enabling adult learners to pursue higher education and improve their career prospects. For Mount Wachusett students, this scholarship is a reflection of their hard work and serves as an inspiration to others in the community striving to continue their education despite obstacles.

November

MWCC Receives Scholarship Donation from Chapter 907 of the Vietnam Veterans of America

Published on November 5, 2024



The Mount Wachusett Community College Veterans Scholarship was established through the generosity of the Vietnam Memorial Committee in 2003 as “The Vietnam Veterans Memorial Scholarship.” In establishing this fund, the committee recognized the important role played by Mount Wachusett Community College in insuring that the sacrifices and service of veterans who served in the Vietnam conflict will not be forgotten. The committee

was appreciative of the college's efforts in providing a haven for those veterans returning to "the world" after serving in Vietnam and for the College's continued support of those veterans as evidenced by its hosting of the Vietnam Memorial Moving Wall. In 2008, the committee requested that the name be changed to the MWCC Veterans Scholarship.

December

Wreaths Across America Visits Gardner Campus

Posted December 9, 2024



We were proud to host the Wreaths Across America convoy this evening at our Gardner campus. It was a beautiful ceremony and our Green Street Cafe fed the convoy members before they got back on the road on their way to Arlington.

January

MWCC Graduates Join the Nursing Profession in Traditional Pinning Ceremony

Posted on January 2, 2025

Mount Wachusett Community College held a traditional pinning ceremony for the graduates of its [Practical Nursing](#) program on December 13, 2024 at the Theater at the Mount.

“You have chosen a caring profession, you have chosen a vocation to help others in their times of need, and that I believe is the highest vocation that one can aspire to. You have not only chosen to help others before yourself, but you have also successfully completed a very difficult and rigorous curriculum.” MWCC President James Vander Hooven told students. “I want to wish you a productive, happy, and successful career as you move beyond MWCC, into serving our region.”

David Thibault-Muñoz Appointed Director of the Brewer Center for Civic Learning and Community Engagement

Posted on January 23, 2025

Mount Wachusett Community College (MWCC) is pleased to announce the appointment of David Thibault-Muñoz as the new Director of the Brewer Center for Civic Learning and Community Engagement (Brewer Center).

David brings over two decades of experience in education, community organizing, and civic engagement to the Brewer Center. Since 2013, he has served as an Academic Counselor and Coordinator for the Gateway to College program, where he has demonstrated an unwavering commitment to the success of students in the early college program and community impact.

Under David’s leadership, his First Year Experience (FYE) students launched the Fitchburg Abolitionist Park Project in 2017, successfully raising \$180,000 to develop the park. His collaborative approach also led to the creation of a commemorative magazine in the spring of 2023, developed alongside MWCC graphic and interactive design and journalism students.

Paramedic Pinning Ceremony Celebrates Achievements of Graduates at Mount Wachusett Community College

Posted on January 29, 2025

Mount Wachusett Community College held a Paramedic Pinning Ceremony on January 23, 2025. The ceremony honors the achievements of the eleven students who make up its latest cohort of paramedic graduates, recognizing their dedication and commitment to serving the community.

“It is an honor to be here to congratulate you this afternoon,” stated MWCC President James Vander Hooven. “You have chosen a field that is the epitome of a caring field. You will be with people in their darkest moments, their times of greatest need, and you have chosen to support them with your skills and your compassion.”

The success of the MWCC paramedicine certificate program led to the recent addition of the Associate of Science in Paramedicine degree in addition to the certificate program. Students who have successfully completed the paramedic certificate program at MWCC are eligible to enroll in the newly launched associate degree program.

February

New State-of-the-Art Audio Studio

Posted on February 7, 2025

Mount Wachusett Community College has added a sixth audio studio to its Dr. Vincent S. Ialenti Media Arts and Technology Center. The new control room is was dedicated on in honor of Chief Engineer of Media Services, Athur Collins, who originally proposed the studio and its capabilities. Collins is a 31-year employee of the college whose expertise in Audio / Visual design and maintenance has been instrumental to the success of the Media Arts program and the A/V needs of the college.

“Robust audio programs with facilities like ours are rare in Communications and Media programs,” says Professor John Little, [Media Arts & Technology Department](#) Chair. “Equipment like we have here is almost only found in music recording schools. We’re thrilled to offer this level of audio training in a two-year school toward disciplines in television, film, and music. We know how lucky we are to be able to train at this level, and so do our students. Some of them commute an hour and a half to study here.”

MWCC Awarded \$874,420 U.S. Department of Education Grant to Address Basic Needs Insecurities

Posted on February 21, 2025

Mount Wachusett Community College (MWCC) has been awarded an \$874,420 grant from the U.S. Department of Education’s Basic Needs for Postsecondary Students Program. This significant funding will support the implementation of the MWCC Village Project, a comprehensive initiative designed to address basic needs insecurities among MWCC’s diverse student population.

The Basic Needs for Postsecondary Students Program, administered by the U.S. Department of Education’s Office of Postsecondary Education, provides grants to eligible higher education institutions to support programs that address students’ basic needs and report on practices that improve student outcomes. The program aims to advance systemic and sustainable solutions to student basic needs insecurity.

The MWCC Village Project aligns with the program’s objectives by implementing a comprehensive plan to coordinate cross-agency collaboration to provide basic needs resources to underrepresented students. The project will provide direct services in food assistance, health (including physical health, mental health, behavioral health, and trauma),

and childcare. Through cross-agency partnerships, the project will also address housing, transportation, and technology challenges.

With approximately 3,000 degree-seeking students annually, MWCC serves a student body in which 68% of historically underrepresented students face challenges related to basic needs such as food, housing, and health care. The MWCC Village Project will address these challenges by collaborating with government and community organizations to provide critical resources and services.

“This grant represents a transformative opportunity for MWCC to strengthen our commitment to student success by addressing the fundamental needs that can hinder academic achievement,” said MWCC President, James Vander Hooven. “The MWCC Village Project reflects our dedication to ensuring that every student has the support they need to thrive both inside and outside the classroom.”

March

Community Foundation of North Central Massachusetts Awards MWCC Grant to Expand Child Watch Program on Campus

Posted on March 6, 2025

The Community Foundation of North Central Massachusetts (CFNCM) awarded the MWCC Foundation \$20,000 in funding to support the Mount Wachusett Community College (MWCC)’s Child Watch: Experiential Learning Program.

The CFNCM grant has allowed MWCC to fund a parenting student to work as a part-time person as the [Child Watch](#) Team Leader within the Child Watch program and two part-time students to work as Child Watch Team Members during the busy K-12 school vacation weeks. Additionally, a small amount of funding is used on supplies for the Child Watch and diapers for families.

The MWCC Child Watch is a supervised place where registered and eligible students can safely leave their child(ren) for up to four hours while they attend class, study, meet with their advisor, or receive tutoring. Student-parents must remain on campus and be reachable by cell phone while their child is in the Child Watch and return to the Child Watch if they are needed.

“The CFNCM’s support has enabled us to create a supportive, responsive, and inclusive space for student-parents that fosters academic success, personal growth, and community building,” stated MWCC President James Vander Hooven. “Without this funding we would not have been able to hire the necessary student workers to provide consistent, quality care for the children of our student-parents, especially during peak times like the K-12 school vacation weeks.”

MWCC Receives Scholarship Donation from Vietnam Veterans of America Massachusetts State Council

Posted on March 19, 2025



Mount Wachusett Community College President James Vander Hooven and Veterans Services Director Robert Mayer welcomed Vietnam Veterans of America Chapter 907 member Jim Benton, on March 13, 2025 who presented MWCC a donation from the Vietnam Veterans of American Massachusetts State Council.

“Chapter 907 of the Vietnam Veterans of America has been supporting Mount Wachusett Community College veterans for decades,” stated Robert Mayer, MWCC Director of Veterans

Services. “Recently, at the local chapter’s urging, the VVA State Council has also provided support. I think it is wonderful how the area Vietnam Veterans are supporting other veterans as much as two generations younger!”

Douglas & Isabelle Crocker Foundation Award Supports MWCC Child Watch Program

Posted on March 31, 2025

The Douglas & Isabelle Crocker Foundation has awarded the MWCC Foundation \$5,000 in funding to support the Mount Wachusett Community College (MWCC)’s Child Watch Program.

“We are immensely grateful for the amount of support we have received for this essential service,” notes MWCC President James Vander Hooven. “Supporting student-parents in their educational journey not only increases their chances of success but demonstrates that college is a possibility to their children.”

April

Lawrence NFOR Joins Board of Trustees

Posted on April 10, 2025

Mount Wachusett Community College (MWCC) is pleased to announce Lawrence NFOR as the newest member of its esteemed Board of Trustees. NFOR brings a wealth of experience in finance, community leadership, and educational administration to the Board.

Currently serving as the Senior Director of Finance and Administration at the Boys & Girls Club of Fitchburg and Leominster and Gardner, NFOR has demonstrated a strong commitment to community service and financial stewardship throughout his career. Prior to his current role, NFOR held key positions at notable institutions including the Community College of Rhode Island (CCRI) and Mount Wachusett Community College (MWCC), where he made significant contributions to finance and operational excellence.

Mount Wachusett Community College Awarded \$100,000 from the George I. Alden Trust

Posted on April 16, 2025

Mount Wachusett Community College (MWCC) has been awarded a \$100,000 grant from the George I. Alden Trust. This grant will support Phase I of a three-phase expansion of the Automotive Technology Center, which will allow MWCC to continue its growth and innovation in training the next generation of automotive technicians.

The grant will cover 29% of the funding needed for the installation of two modular classrooms, adding 2,000 square feet of instructional space to meet the increasing demand in the Automotive Technology program. This growth is driven by MWCC's Electric Vehicle (EV) courses, launched with funding from a National Science Foundation Advanced Technological Education grant. The addition of EV training has already driven a significant increase in program enrollment, equipping students with essential skills in both traditional and cutting-edge automotive repair, including hybrid and fully electric vehicles.

"Our automotive programs are at the forefront of industry needs, and this funding will allow us to continue offering state-of-the-art facilities and equipment for our students," said MWCC President James Vander Hooven. "With the support of the George I. Alden Trust, we are able to expand our capacity, ensuring that more students have the opportunity to gain the skills necessary for successful careers in this rapidly evolving field."

Becker College Endowment Grants \$274,212 to Mount Wachusett Community College's Veterinary Technology Program

Posted on April 28, 2025

Mount Wachusett Community College (MWCC) is pleased to announce a generous donation of \$274,212 from the residual endowment assets of Becker College, which closed its doors in 2021. This donation will support MWCC's Veterinary Technology Program, which welcomed former Becker College students and acquired equipment when the college closed its veterinary programs.

The financial gift represents a significant commitment to the continued success of MWCC's Veterinary Technology Program and will help provide vital resources that directly benefit current and future students. Though the exact allocation of the funds has yet to be determined, the donation is expected to contribute to the ongoing enhancement of the

program's quality and support the academic and professional growth of students pursuing careers in veterinary technology.

"The Equity in Summer Adventures Program aligns with MWCC's commitment to engage both parents and children in high-quality learning experiences that foster family-wide educational growth," stated MWCC President James Vander Hooven. "By providing these scholarships, the Community Foundation of North Central Massachusetts is helping to promote educational success for both parents and children, helping to break the cycle of poverty and improve economic mobility for families in North Central Massachusetts."

Mount Wachusett Community College Celebrates 73 Phi Theta Kappa Honor Society Inductees

Posted on April 30, 2025

Mount Wachusett Community College proudly announces the induction of outstanding students into the prestigious Phi Theta Kappa Honor Society for the 2024 – 2025 year. The ceremony, held on April 17th, recognized seventy-three exceptional students for their exemplary academic achievements, leadership, and commitment to community service.

Phi Theta Kappa, the international honor society for two-year colleges, honors students who have demonstrated excellence in scholarship and service. Membership is extended to those who embody the values of scholarship, leadership, fellowship, and service. Inductees join a network of over 3.5 million members worldwide, representing the best of community and technical colleges. Some notable PTK members include astronaut Fred Haise, actress Sela Ward, singer Trisha Yearwood, and news anchor Jim Lehrer.

"We are thrilled to celebrate the accomplishments of our 2025 Phi Theta Kappa inductees," said James Vander Hooven, President of Mount Wachusett Community College. "I am always so impressed by your achievements. You are all balancing so many things in your lives, your dedication to academic excellence and service is inspiring."

May

Community Foundation of North Central Massachusetts Lends Support to MWCC Expansion of Equity in Summer Adventures Program

Posted on May 1, 2025

The Mount Wachusett Community College Foundation, Inc. has been awarded a grant of \$8,070 from the Community Foundation of North Central Massachusetts. The grant will provide scholarships to 15-30 children of MWCC students for the Equity in Summer Adventures Program this summer at the MWCC Gardner campus.

The Equity in Summer Adventures Program, led by the college's Division of Lifelong Learning and Workforce Development, integrates outdoor recreation, STEM, life skills, and creative expression to foster emotional and physical development in children while instilling a sense of environmental responsibility. By combining science, art, and play, the program helps children care for the planet and benefits families by supporting the educational journeys of MWCC students. Participants will develop a deeper understanding of environmental preservation, strengthen their academic skills, and boost their confidence through engaging, hands-on learning activities.

Mount Wachusett Community College Reveals New Mascot – Monty!

Posted on May 2, 2025



Mount Wachusett Community College (MWCC) is thrilled to announce a new chapter in its school spirit with the unveiling of the new mascot, Monty the Mountain Lion.

Monty made his first appearance on April 29th at a mascot reveal party. Students gathered to welcome Monty with food and entertainment. On May 6th the Leominster campus will welcome Monty.

Monty is a revamped version of the previous mascot, Marty, a transformation which modernizes and improves the connection of the mascots story and imagery to better represent the community, energy, and spirit of MWCC. After listening to feedback from students, staff, and alumni, the decision was made to give the mascot a fresh new identity that resonates with the growing culture and pride at Mount Wachusett Community College.

"Monty is a name that embodies the heart of our community and the strength of our values," said James Vander Hooven, President of MWCC. "The change reflects our commitment to creating a positive and engaging environment for our students and community members. Monty will be a symbol of inclusivity, pride, and the adventurous spirit we foster here at MWCC."

MWCC Signs Housing Agreement with Fitchburg State University

Posted on May 6



Mount Wachusett Community College students in search of a residential collegiate experience may live on the Fitchburg State University campus through a new agreement recently signed by the presidents of the institutions.

Students enrolled in the new [Housing Program](#) will benefit from the longstanding collaboration between Fitchburg State and the Mount, which includes articulation agreements, close proximity, a shared regional transportation system, and a shared commitment to supporting students' academic, co-curricular, and social development.

Participating students from the Mount will also be able to access the facilities, resources, and activities at Fitchburg State.

"We are honored to stand alongside you as we take this next step in supporting student success together," Fitchburg State President Donna Hodge said. "This MOU marks more than a housing arrangement. It reflects a shared commitment to access, affordability, and opportunity for the students of North Central Massachusetts. By opening our doors—and our residence halls—we're creating a seamless pathway for community college students to thrive, connect, and ultimately, complete their degrees."

MWCC President James Vander Hooven said the agreement was further proof of a culture of cooperation that exists between regional institutions, including its public higher education partners.

"There is no other way forward in North Central Massachusetts than for our institutions to work together, for our students' needs and our regional workforce's needs," MWCC President James Vander Hooven said. "I see a very strong future for the Mount and Fitchburg State to keep working together."

Students Present at Undergraduate Research Conference

Posted on May 27, 2025

Students at Mass Undergraduate Research Conference at UMass Amherst April 16 2025

Five MWCC students presented at the 31st Annual Massachusetts Undergraduate Research Conference, held at UMass Amherst on April 16, 2025. The conference brought together students and their faculty mentors from twenty public colleges and universities throughout the state, and included almost 800 presenters and 1,400 attendees.

The conference halls at UMass were filled with students who gathered to offer presentations on research projects that they developed as part of their degree in a wide range of fields. While most student presenters are seniors, many community colleges participate as well, highlighting the importance of research and the development of student work early in their academic careers.

MWCC TRIO Students Honored for Achievements at Annual Ceremony

Posted on May 21, 2025

Mount Wachusett Community College held its annual awards ceremony on May 12th, recognizing the hard work and achievements of both graduating and continuing students in the [TRIO Visions and Rx Programs](#).

Through personalized guidance, mentorship, and academic support, TRIO Programs play a vital role in empowering underrepresented students, fostering their academic achievement, and preparing them for future careers and leadership roles. The Rx Program supports students in healthcare related majors, while the Visions Program is tailored to support students in non-healthcare majors.

Guarav Khanna, Director of the TRIO/SSS Programs at MWCC, welcomed Jake Mastrandrea, Outreach Director for Congresswoman Lori Trahan with a message of congratulations from the Congresswoman.

“It is inspiring to see all of you and the hard work you put in to make it here today,” Mastrandrea stated. “The TRIO Program from the Department of Education is such a critical program because it ensures that everyone has access to the resources they need, not just to get into college, but to thrive there as you all have. This program is so critical, and the Congresswoman is committed to fighting for it. You are the living proof that this program needs to continue, not just at MWCC, but across the country. Your success stories are what inspires the work she does in Washington, where she is advocating for you. She is so proud that this federal funding and the incredible MWCC TRIO Program staff were able to support you in your journey to graduation.”

“It is a sign of strength to be able to ask for help, and your presence in this room is testament to your ability to advocate for yourself and work with the TRIO staff to get the

assistance that you needed,” said MWCC President James Vander Hooven. “Congratulations to you all and thank you for what you do for us here at the Mount. You are the reason we are here doing this work, and events like this are a great reminder for us all.”

MWCC Honors Class of 2025 Associate Degree in Nursing Graduates at Pinning Ceremony

Posted on May 21, 2025

On May 15, 2025, Mount Wachusett Community College (MWCC) celebrated the accomplishments of its Class of 2025 Associate Degree in Nursing graduates at their traditional pinning ceremony. The pinning ceremony, held at Mount Fitness on the Gardner campus, marks a significant milestone in the journey of these dedicated nursing students as they transition from academic preparation to professional practice.

Dean of Nursing and Health Sciences and MWCC Alumna Kim Shea welcomed guests and congratulated students saying, “Today is a day of celebration and recognition of your perseverance, resilience, and unwavering dedication. Over the past two years, you have taken one of the most rigorous and demanding programs in higher ed. The curriculum challenged you; the clinical hours stretched you; and the exams tested every ounce of your knowledge and determination. Through every triumph and trial, you were never alone, we saw your strength and we saw you. You gave grace to one another, and you led with compassion. You fought for this, and you won.”

MWCC Celebrates Dental Hygiene Graduates in Pinning Ceremony

Posted on May 19, 2025

Left to right: Jenniffer Vieira de Oliveira, Aurelia Aybar, Sophia Wenning, Alexandria Nguyen, Rachel Kendall, Mackenzie Martel, Christa Cucchi, Enida Sulaj, Devyn Pedersen, and Amanda Abbott.

Mount Wachusett Community College (MWCC) held a pinning ceremony for the ten members of the [Dental Hygiene](#) Class of 2025 on May 13, 2025. The pinning ceremony represents the passage from student to registered dental hygienist.

“It is with great pride and heartfelt enthusiasm that I stand before you today to represent these incredible women who have worked tirelessly over the past two years not only to achieve academic success, but also to enter a noble and selfless profession,” MWCC Dental Education Program Chair Kelley Martell said to open the ceremony. “Today we celebrate the perseverance, growth, and the compassion they bring to the dental health profession.”

“You have chosen a profession that combines science, skill and purpose. What you have accomplished is no small feat; you have endured a rigorous and intensive program that demanded precision, perseverance and unwavering commitment to excellence,” noted Kim Shea, Dean of Nursing and Health Sciences. “Dental hygienists are more than just providers

of care, you are educators, advocates, and vital members of the healthcare team. You play a critical role in improving both individual and community health outcomes. Go forward in confidence, compassion and pride in the profession you have chosen.”

MWCC President James Vander Hooven addressed the family and friends of the graduates, thanking them for the support they provided throughout the program before turning to the students. “This is an academically and personally challenging program. You have chosen a field that is filled with compassion, caring and serving others, and for that, you have the gratitude of myself and the communities you will serve.”

MWCC Students Named to Phi Theta Kappa All-Massachusetts Academic Team

Posted on May 19, 2025



MWCC President James Vander Hooven, student Nathaniel Soucy, and Commissioner Noe Ortega at the State House ceremony on May 9th.

Mount Wachusett Community College (MWCC) students Nathaniel Soucy of Monson and Keila Mejia of Clinton have been named to the Phi Theta Kappa (PTK) All-Massachusetts Academic Team and were honored with their peers in a ceremony at the Massachusetts

State House on May 9, 2025.

“These students are excellent examples of student leaders on campus,” noted PTK Advisor and Dean of K-12 Partnerships and Civic Engagement, Fagan Forhan.

MWCC Holds Pinning Ceremony for Veterinary Technology Class of 2025

Posted on May 14, 2025

Back row left to right: Rachel Chisholm, Susan Harmon, Sara Hancock, Elise Stone. Front row left to right: Audrey Wiczorek, Jocelyn Mayotte, Juliette Tarnuzzer, Sara DeVincent

Mount Wachusett Community College (MWCC) welcomed nine students to the veterinary technology profession on May 9, 2025, in a traditional pinning ceremony.

“Congratulations to our seventh veterinary technician class!” said MWCC President James Vander Hooven. “We are so proud of you. This is a challenging program, and you have overcome every obstacle to get here today. You have chosen a challenging but rewarding field, and your impact on the community will be a significant one.”

Mount Wachusett Community College Celebrates Emerging Talent in Graphic and Interactive Design with Student Portfolio Showcase

Posted on May 14, 2025

The Graphic and Interactive Design program at Mount Wachusett Community College (MWCC) held its annual showcase of work by students in the Portfolio Preparation and Production capstone course for the associate degree program.

The showcase serves as a platform for students to exhibit the artistic and technical skills honed throughout their academic journey. From digital illustrations to advertising and marketing designs, each portfolio reflects the diverse talents and unique perspectives of the emerging designers.

“The showcase is always a highlight of the academic year, celebrating the students’ work with their friends, family, and the community,” said Leslie Cullen, Chair of the Graphic and Interactive Design Department at MWCC. “This showcase celebrates the students’ achievements and also highlights the transformative power of creative education in shaping future industry leaders.”

Mount Wachusett Community College Celebrates High Achieving Students at Annual Evening of Excellence

Posted on May 9, 2025



Mount Wachusett Community College (MWCC) held its annual Evening of Excellence award ceremony on Thursday, May 8th at the Theatre at the Mount.

The Evening of Excellence recognizes students who have demonstrated exceptional dedication, leadership, and scholarly accomplishment throughout the academic year. Students were honored with both academic awards and scholarships, made possible by the MWCC Foundation and its generous donors.

“We are here to recognize the passion, perseverance, leadership and intellectual curiosity that has driven each one of you to this moment. We are not just honoring achievements, we

are celebrating the journey, the sacrifices, and the relentless pursuit of self-improvement that has brought each of us here tonight,” stated Dean of Students Jason Zelesky, opening the event. “In every corner of our community we find individuals who have embraced challenges, overcome obstacles, and emerged stronger and wiser. Tonight, we honor those who have excelled not just in their studies but in their commitment to making a difference, pushing boundaries, and shaping the future of our world, our communities, our neighborhoods, and our families.”

“The greatest honors that can be bestowed on us are the honors that we don’t ask for. The honors that come when we are dedicated enough, steadfast enough, and tenacious enough to achieve our goals, and those efforts are recognized and an honor is bestowed on us,” MWCC President James Vander Hooven told students. “You have each shown the tenacity to overcome the obstacles placed before you. You have built relationships, you have leaned on the support of your friends and family, and you have demonstrated the ability to ask for help when you needed it. Your tenacity has brought you here, and tonight we honor you.”

MWCC Holds Annual Civic and Service-Learning Celebration

Posted on May 8, 2025

The [Brewer Center for Civic Learning and Community Engagement](#) recognized 148 students for their volunteerism in the 2024-2025 school year during their annual Civic and Service-Learning Celebration on May 7th. Volunteers included more than 30 students who contributed over 300 hours each, eight who contributed over 200 hours each, and 14 who contributed over 100 hours. Overall, MWCC students gave 12,880 hours of service to the community during the academic year, impacting over 1,000 individuals.

“We believe very deeply that service is interwoven in our mission here at MWCC,” said MWCC President James Vander Hooven. “The number of hours you have given to your community in addition to balancing your academic work and all of life’s responsibilities is amazing. Thank you for making a positive difference for us here, and to all of north central Massachusetts region.”

MWCC Announces Lia Gomez as Class of 2025 Commencement Speaker

Posted on May 7, 2025

Mount Wachusett Community College is honored to announce Rutland, MA resident Lia Gomez as the commencement speaker for the Class of 2025. Gomez, a dedicated student and advocate, embodies the spirit of perseverance and growth that defines the MWCC community.

After nearly three decades away from education, Gomez made the decision at the age of 46 to pursue her college education. Overcoming initial fears and doubts, she found a supportive environment at MWCC as a member of the TRIO Visions Program, and she

discovered new passions and excelled academically. She will receive her Associate of Science in Human Services and will be awarded the President's Key, which is reserved for students who graduate with a perfect 4.0 grade point average.

"We are thrilled to have Lia Gomez as our commencement speaker," said James Vander Hooven, President of Mount Wachusett Community College. "Her journey exemplifies the transformative power of education and the resilience of our students. We look forward to celebrating this milestone with Lia and the entire Class of 2025."

Mount Wachusett Community College Confers 424 Degrees and 310 Certificates to 662 Students at 60th Commencement Ceremony

Posted on May 30, 2025



Mount Wachusett Community College celebrated the academic achievements of its graduates during the college's 60th Commencement on May 14, 2025. A total of 662 students graduated, with 424 associate degrees and 310 certificates being conferred.

MWCC President James Vander Hooven welcomed graduates and guests, "To Commence means to begin, to move forward. While your educational journey at the

Mount may be coming to an end, this is really just a beginning. But this beginning comes with responsibility. The responsibility to use what you have gained for the betterment of your communities and families. On behalf of the entire College, congratulations on commencing today!"

The student speaker was Holden resident Lia Gomez, who began her college degree at the age of 46 after raising her three children. Gomez benefited from the federally funded TRIO Program, graduated with a 4.0 GPA, and her Associate Degree in Human Services.

"One of the greatest lessons I've learned here at the Mount is that education is not just about passing exams or receiving a diploma – it's about building connections, embracing curiosity, and staying open to learning well beyond the classroom," Gomez told her fellow students. "For me, Mount Wachusett has been more than just a college – it's been a place to discover who I am and who I want to be. It's given me the confidence to stand here today and say that I'm proud of my journey. It has allowed me to show my sons that their mother is more than a high school dropout, and that you can achieve anything you set your mind to."

June

MWCC Early College Programs Celebrate Graduate Fifty-One Graduates

Posted on June 5, 2025



On May 30, 2025, Mount Wachusett Community College (MWCC) celebrated the achievements of its Early College Program graduates. The Gateway to College and Pathways Early College Experience programs have played an integral role in shaping the futures of fifty-one exceptional students, twenty-four of whom earned an associate degree.

Gateway to College, which is completing 19 years of programming, serves students wishing to enter post-secondary education while earning their high school diploma and college credits. To date, 608 students have graduated from the Gateway program, with 38 students graduating this year. Of these, 16 graduates earned their associate degree and/or certificate from MWCC just two weeks ago.

“This graduating class stands as a testament to what is possible when access meets opportunity,” Fagan Forhan, Dean, K-12 Partnerships & Civic Engagement. “We are here to honor your accomplishments and to recognize the community of educators, leaders, and partners who have made this possible.”

“Early College at MWCC has grown by leaps and bounds since the state began designating programs. We are incredibly proud of these programs and of the students who are here today graduating from our two-year, full-time, early college programs,” stated James Vander Hooven, President of MWCC. “You have spent a good amount of your high school career here on our campus and we have had the privilege of watching you collectively redefine the high school experience and what it can and should look like for students today.”



APPENDIX C: FY2025 GRANTS CURRENTLY OPERATING AND AWARDED TO MWCC

In FY2025 (July 1, 2024 - June 30, 2025), MWCC was awarded over \$10.8 million in grant funding.

52 Grant Applications Submitted; 49 Grant Decisions Received; 44 Grants Awarded

Highlights of this year's awards include:

- Equity in Summer Adventures - \$8,070 from Environmental Impact Grant (Community Foundation of North Central MA) and \$5,649 from NYPRO Foundation to provide scholarships for the Summer Adventures programs focused on outdoor and environmental education for the children of MWCC parent students
- MWCC Village Project - \$874,420 over 3 years (US Department of ED) to support basic needs of MWCC students, including food insecurity, housing, childcare and mental health support
- Title III: Pathways to the Future - \$450,000 annually for 5 years (US Department of ED) to transform the MWCC campus with student-benefiting technology and programming, as well as faculty professional development and curriculum development support

FY2025 Grants Sorted by Strategic Goal

GOAL ONE: EQUITY AND INCLUSION IN OPPORTUNITY, ACCESS, AND AFFORDABILITY

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
Adult Education Virtual School (MassLinks) FY2025 Year 1	MA Department of Elementary and Secondary Education	\$2,321,688	Lifelong Learning & Workforce Development	Free virtual educational services to eligible residents of Massachusetts
After School and Out of School Time (United Way Youth Venture) Part 7	United Way of North Central MA	\$29,549	Access & Transition	UWYV will provide programming for 85 students grades 2 to 12 in after school sites in Gardner and Winchendon
Career Center of Leominster FY2025 Contract Year 1	U.S. Department of Labor, WIA, National Emergency Fund	\$200,000	Lifelong Learning & Workforce Development	Collaboration with North Central MA Workforce Investment Board
Commonwealth Dual Enrollment FY2025	MA Department of Higher Education	\$40,000	Access & Transition	Dual enrollment courses funded at high schools and online to allow high school students to take college courses at MWCC
Commonwealth Dual Enrollment FY2025 – Additional Funding	MA Department of Higher Education	\$35,000	Access & Transition	Dual enrollment courses funded at high schools and online to allow high school students to take college courses at MWCC
Community Adult Learning Center FC 345 FY2025 Year 2	MA Department of Elementary and Secondary Education	\$368,611	Lifelong Learning & Workforce Development	Robust educational programming for adult learners and English Language Learners to prepare for college and career training

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
Community Adult Learning Center FC 340 FY2025 Year 2	MA Department of Elementary and Secondary Education	\$539,391	Lifelong Learning & Workforce Development	Robust educational programming for adult learners and English Language Learners to prepare for college and career training
Crocker Foundation: Child Watch Expansion FY2025	Crocker Foundation	\$5,000	Student Services	To support operations of the Child Watch program
Education and Training Funds (EFT) Lite FY2025 Year 1	Executive Office of Education, Department of Elementary and Secondary Education	\$550,000	Lifelong Learning & Workforce Development	To create and expand training programs in healthcare, education, manufacturing, and IT
Environmental Preservation Grant: Equity in Summer Adventures FY2025	Community Foundation of North Central MA	\$8,070	Lifelong Learning and Workforce Development/Student Services	To provide scholarships to Summer Adventures at MWCC for the children of parenting students
Food Insecurity Grant FY2025	Community Foundation of North Central MA	\$3,000	Student Services/MWCC Foundation	To support food purchases for Monty's Market and community fridge project
Greater Worcester Community Foundation: Fund to End Hunger: Nourishing Equity at Monty's Market FY2025	Worcester County Food Bank/Greater Worcester Community Foundation	\$5,300	Student Services	To support diverse dietary needs of students through Monty's Market
Massachusetts ReConnect Marketing Grant FY2025	MA Department of Higher Education	\$100,000	Enrollment Management	Funding for the marketing of the MassReconnect free college program

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
MWCC Central Region Healthcare Hub Initiative (Sub Award) Year 2	MassHire Central Region and North Central Workforce Board	\$87,874	Lifelong Learning & Workforce Development	MWCC will deliver training programs to unemployed or underemployed individuals for careers as Medical Administrative Assistants
North Central MA Talent Search: Year 5	US Department of Education	\$277,375	Access & Transition	Serves 500 income-eligible middle and high school students to encourage college attendance and success
NYPRO Foundation: Equity in Summer Adventures FY2025	NYPRO Foundation	\$5,649	Lifelong Learning & Workforce Development/ Student Services	To provide scholarships to Summer Adventures for the children of parenting students
Perkins Postsecondary Allocation FY2025	MA Department of Higher Education	\$182,860	Academic Affairs	Improvement of career and technical education programs
Science, Technology, Engineering and Mathematics (STEM) Starter Academy FY2025 (Year 12)	MA Department of Higher Education	\$225,000	Enrollment Management	To support recruitment, retention, transfer and graduation of STEM major students at MWCC
Shannon Community Safety Initiative FY2025	Shannon CSI/Tri-Community Partnership	\$62,100	Enrollment Management	Provides academic and work experience to 12 th grade students (collaboration with local police departments)
Strengthening Community Colleges: IT Career Pathways MA Community College Consortium Year 3	US Department of Labor	\$63,608	Academic Affairs/Lifelong Learning & Workforce Development	Collaboration with 15 community colleges on development of IT Career Pathway (noncredit to credit)

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
Student Basic Needs Grant FY2025	MA Department of Higher Education	\$103,488	Student Services	To address critical needs of students by providing food, menstrual products in all bathrooms, and emergency funds will provide financial assistance for urgent needs like food gift cards, car repairs, and transportation, helping students overcome immediate challenges and stay in school.
Talent Search: Year 5	US Department of Education	\$400,473	Access & Transition	Serves 695 income-eligible middle and high school students to encourage college attendance and success
Upward Bound Math and Science: Year 4	US Department of Education	\$314,979	Access & Transition	Preparing high school students for postsecondary education programs that lead to careers in the fields of math and science.
Educational Opportunity Center: Year 5	US Department of Education	\$273,793	Academic Affairs	Provides comprehensive, coordinated, client-centered services tailored to the learning needs of each participant and provides support needed to make a successful transition into postsecondary education.
Higher Education Innovation Fund (HEIF) FY2025: Prior Learning Assessment (PLA) Project Collaboration with North Shore Community College Year 5	MA Department of Higher Education	\$3,000	Academic Affairs	Prior Learning Assessment Collaboration

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
High School Equivalency Test Center (HiSET) Grant Fund Code 850 FY2025	MA Department of Elementary and Secondary Education	\$9,228	Lifelong Learning & Workforce Development	Provides funding for testing center supplies
Robinson-Broadhurst Foundation, Inc. The College Success Academy FY2025	Robinson-Broadhurst Foundation, Inc.	\$26,919	Admissions & MWCC Foundation	Supports College Readiness and Success programming at Murdock High School
Robinson-Broadhurst Foundation, Inc. Winchendon Student Scholarship Program FY2025	Robinson-Broadhurst Foundation, Inc.	\$10,000	Student Financial Services & MWCC Foundation	Provides student scholarships for residents of Winchendon
Student Behavioral and Mental Health Grant FY2025	MA Department of Higher Education	\$125,033	Student Services	Provides mental health support to MWCC students
SUCCESS Grant (Supporting Urgent Community College Equity Through Student Services) FY2025	MA Department of Higher Education	\$831,830	Academic Affairs & Student Services	Provides student support services a Success Coach to positively impact retention
Transition to Community College FY2025	MA Department of Elementary and Secondary Education	\$175,000	Lifelong Learning & Workforce Development	To provide programs that transition adult learners successfully into post-secondary education

GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
Bemis Foundation: Child Watch Expansion FY2025	Bemis Foundation	\$5,000	Student Services	To expand the hours of free childcare available to student parents
Career Readiness & Education Access Grant: Child Watch Expansion FY2025	Community Foundation of North Central MA	\$26,873	Student Services	To expand the hours of free childcare available to student parents

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
Emergency Shelter Virtual Services Contract: MassHire and City of Worcester Partnership	MassHire	\$131,158	Lifelong Learning & Workforce Development	Virtual job training offered at Emergency Shelters
Fitchburg GEAR UP 2024/2025 Project Year 7	US Department of Education	\$511,632	Access & Transition	The project will serve the entire 6th grade cohort for the class of 2025 and 7th grade cohort for the class of 2024 enrolled in FPS through their high school graduation and the first year of college for the class of 2024
MA Student Food Insecurity Grant FY2025	MA Department of Higher Education	\$12,049	Student Services	To provide support to the MWCC Food for Thought Food Pantry
MWCC Village Project: Basic Needs for Postsecondary Students FY2025 Year 1	US Department of Education	\$334,674	Student Services	To address basic needs insecurities among MWCC students from underrepresented populations
Student Behavioral and Mental Health Grant FY2024	MA Department of Higher Education	\$143,389	Student Services	To provide mental health supports to students
Training Resources and Internship Network (TRAIN) Grant Program FY2025: Certified Nursing Assistant Program Continuation	MA Department of Higher Education	\$93,971	Lifelong Learning & Workforce Development	Training programs for Certified Nursing Assistants to meet workforce needs
Wallace Foundation: Child Watch Expansion FY2025	George Wallace Foundation	\$15,000	Student Services	To expand the hours of the Child Watch childcare center for student parents

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

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
MWCC Early Childhood Education Career Pathways Grant FY2025	MA Department of Early Education and Care	\$500,000	Academic Affairs	Supports competency development of early childhood educators and seeks to address statewide shortage of childcare providers
NSF Advanced Technology Education: MWCC Auto Tech Electric Vehicle Program Year 3	National Science Foundation	\$91,320	Academic Affairs	Accelerating Mass. Auto Future: Producing EV Technicians to address the growing industry need
Nursing Pathways Expansion Project: Year 3	MA Workforce Cabinet/MA Skills	\$249,999	Academic Affairs	To provide resources to public college nursing students, including training, equipment, and other programming to increase the nursing workforce
Student Support Services – Visions Year FY 2025 Year 1	US Department of Education	\$468,572	Student Services	Improvement of student outcomes in retention, graduation and transfer - focusing on low-income, first generation students
Student Support Services – Health Sciences/Science, Technology, Engineering and Mathematics (STEM) FY2025 Year 1	US Department of Education	\$272,368	Student Services	Improvement of student outcomes in retention, graduation and transfer - focusing on qualifying STEM students
Student Support Services – Disabilities FY2025 Year 1	US Department of Education	\$272,368	Student Services	Improvement of student outcomes in retention, graduation and transfer - focusing on students who self-identify with needing disabilities services

Goal 4: REGIONAL AND ECONOMIC DEVELOPMENT LEADER

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
United Way Youth Venture FY2025	United Way of North Central MA	\$131,000	Access & Transition	Empowering North Central MA youth with “changemakers” programming at local public schools to create positive lasting change through community projects

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

Grant Name	Funding Source	Amount Awarded	College Division	Grant Focus
George Alden Trust: Auto Tech Building Expansion	George Alden Trust	\$100,000	Academic Affairs/MWCC Foundation	Capital Improvement Project to expand Auto Tech Center, Linus Allain, Gardner
Title III: Pathways to the Future: Increasing Persistence, Retention and Graduation Year 3	US Department of Education	\$450,000	Academic Affairs	To support technology and student support designed to connect student and staff trained on coaching

APPENDIX D: MWCC Strategic Plan: Performance Metrics

As of Fall 2023 (Latest available data)

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

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2024)
1.1: Fall Undergraduate Enrollment Headcount: Maintain overall enrollment levels and increase specific population	3,187 credit students	3,100	3,100	3826
Hispanic/Latinx	606	670	700	909
Black/African American	277	291	300	397
Male	991	1,041	1,094	1306
1.2: Enrollment Representation of Underserved Populations (LatinX and African American): Increase underserved populations' enrollment rates to represent demographics changes in MWCC's service area.				
Hispanic/Latinx	19%	21%	24.2%	23.8%
Black/African American	8.7%	9.6%	11.1%	10.4%
1.3: Enrollment of Pell Eligible Students: Maintain Pell eligible student proportion of at least 40% of degree-seeking students.	45.4% (2020), 43% (2019 from PMRS)	44%	45%	46%
1.4: High School Students Concurrently Enrolled: 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	713

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
1.5: Learners with Unmet Student Financial Need: Actively monitor proportion of direct costs to ensure the unmet need does not exceed 2.5%	3%	2.5%	2%	No longer part of PMRS report
1.6: Conversion Rate: 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.				
Second Chance Pell	13%	14%	15%	12.5%
Adult education learners	42.1%	43%	44.5%	75%
High school learners	24.5%	27%	29%	20.5%
1.7: Median Student Loan Debt at Graduation	\$10,284	Maintain	Decrease	\$10,252
1.8: Tuition and Fees as Percent of State & Regional Family Income: 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	7% of state, 8% of county

GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
2.1: On-Time Credit Accumulation 6+: Increase the rate of learners who successfully complete 6+ college credits in the first term.				

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
All students	56%	58.8%	61.8%	64.6%
Black/African American	53.3%	56%	58.9%	52.9%
Hispanic/Latinx	50.3%	52.9%	55.5%	62.1%
Pell Recipients	57.5%	60.4%	63.5	63.6%
Male	54.6%	57.4%	60.3%	67.8%
2.2: On-Time Credit Accumulation 12+: Increase rate of learners who successfully complete 12+ college credits in first term.				
All students	20.2%	21.2%	22.3%	21.6%
Black/African American	14.1%	14.8%	15.6%	12.6%
Hispanic/Latinx	15.8%	16.6%	17.4%	20.2%
Pell Recipients	20%	21%	22.1%	21.3%
Male	22.7%	23.9%	25.1%	28.1%
2.3: First Year Credit Momentum (15 + credits): Increase rate of learners who completed 15 + college credits in their first year.				
All students	36%	39.8%	41.7%	47.7%
Black/African American	31.5%	34.8%	36.5%	37.0%
Hispanic/Latinx	32.7%	36.1%	37.9%	41.5%
Pell Recipients	35.8%	39.5%	41.5%	44.7%
Male	33.1%	36.6%	38.4%	49.6%
2.4: First Year Credit Momentum (24 + credits): Increase the rate of learners who completed 24+ college credits in first year.				
All students	16.1%	16.5%	17.8%	21.3%
Black/African American	13%	13.3%	14.4%	11.8%
Hispanic/Latinx	11.7%	12%	12.9%	18.5%
Pell Recipients	16.7%	17.1%	18.4%	20.7%
Male	17.8%	18.3%	19.7%	26.1%

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
2.5: First Year Credit Momentum (30+ credits): Increase rate of learners who completed 30 + college credits in first year.				
All students	6%	6.2%	6.3%	9.3%
Black/African American	4.3%	4.4%	4.5%	3.4%
Hispanic/Latinx	5.3%	5.4%	5.6%	8.9%
Pell Recipients	6.7%	6.9%	7%	8.8%
Male	7.6%	7.8%	8%	14.1%
2.6: Timely Completion of Gateway Courses in Math Completion: Increase the rate of learners who attempted and successfully completed at least one college level Math course in first year.				
All students	31.7%	33.3%	35%	39.3%
Black/African American	24.3%	25.5%	26.8%	38.5%
Hispanic/Latinx	28.9%	30.4%	31.9%	32.7%
Pell Recipients	29.4%	30.9%	32.5%	37.4%
Male	29.7%	31.2%	32.8%	45.9%
2.7: Timely Completion of Gateway Courses in English Completion: Increase rate of learners who attempted and successfully completed at least one college level English course in first year.				
All students	57.5%	60.4%	63.5%	53.5%
Black/African American	40.5%	42.6%	44.7%	53.8%
Hispanic/Latinx	52.6%	55.3%	58.1%	45.6%
Pell Recipients	52.9%	55.6%	58.4%	52.9%
Male	52.7%	55.4%	58.2%	55.3%
2.8: First Semester Persistence: Increase the rate of learners fall to next term retention.				

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
All students	70.5%	72.3%	74.1%	72.7%
Black/African American	63%	64.6	66.2%	67.2%
Hispanic/Latinx	70.8%	72.6%	74.4%	67.3%
Pell Recipients	75.1%	77%	78.9%	74.2%
Male	71.5%	73.3%	75.2%	74.9%
2.9: First Year Retention: Increase the rate of first time full-time degree seeking learners' fall-to-fall retention rate.				
All students	53.3%	54.7%	56%	63.4%
Black/African American	54.2%	55.6%	57%	68.4%
Hispanic/Latinx	50.8%	52.1%	53.4%	59.5%
Pell Recipients	49.8%	51.1%	52.3%	61.7%
Male	46.5%	47.7%	48.9%	60.6%
2.10: Six Year Comprehensive Success of Main Cohort: Increase the rate of learners' graduation and transfer rate.	49.7%	51%	52.2%	63.0%
2.11: Credit Success Rate: Increase rate of learners' college- level course success rate in learners' first academic term.				
All students	69.1%	72.6%	76.3%	70.0%
Black/African American	72%	75.7%	79.5%	67.8%
Hispanic/Latinx	63.2%	66.4%	69.8%	64.3%
Pell Recipients	64.8%	68.1%	71.5%	66.0%
Male	64.7%	68%	71.4%	73.7%
2.12: Graduation Rate: Improve learners success rate as measured by the IPEDS 150% graduation rate.				
All students	25.9%	26.6%	27.2%	23.8%
Black/African American	9.5%	9.7%	10%	7.7%
Hispanic/Latinx	24.3%	24.9%	25.5%	26.5%
Pell Recipients	24.4%	25%	25.6%	19.0%
Male	24%	24.6%	25.2%	23.6%

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

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
3.1: Stackable Credentials: 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	In FY 2025- MWCC is reviewing and redefining definition for Stackable Credentials
3.2: Systematic curriculum review process: Systemic curriculum review process developed and operationalized.	None	Operational	Optimal	A 5 year systematic curriculum review process is in place for credit programs
3.3: Curriculum Review: 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	100% of credit bearing programs undergo a curriculum review process w/n 5 years
3.4: Face-to Face Learning Design and Curricular Outcomes Alignment: 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	57% of faculty (36 out of 63) participation in 1:1 meetings influenced by course design and development, improved strategies to engage learners, and integrated supportive materials for online and digital resources.

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
3.5: Online Course Learning Design and Curricular Outcomes Alignment: 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	No online course design process was adopted by MWCC at this time. However, best practices were shared with faculty, resulting in 9 online courses (FY 23, FY 24, FY 25) adopting some best practices for fully online courses.
3.6: Quality Accredited Programs: 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	New Accredited Programs: 0 Current Accredited Programs: 7
3.7: Assessment Plan: 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	Assessment planning is on hold, and there are no systematic processes for assessment now.
3.8: Student Learning Outcome Alignment: 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, due to no systematic processes for assessment at this time.

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
3.9: Faculty Professional Development: 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	Three professional development opportunities were created and made available to all 63 faculty in a self-paced format. Enhancements and additional resources were added to the Faculty Resources Course in Blackboard, with all new faculty automatically enrolled to ensure 24/7/365 access. 30% of faculty (8 out of 63) participated in the OER Summer Institute.
3.10: Learning Environment: Learning environment plan developed and operationalized for all campuses and modalities that build infrastructure and establish a funding model.	None	operational	optimal	In Progress

GOAL 4: REGIONAL AND ECONOMIC DEVELOPMENT LEADER

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2023)
4.1: Degree Production in Fields Associated with High-Demand Occupations: Increase degree and certificate production in fields associated with high demand occupations.				
Management Sales:	33%	38.3%	42.1%	38%
Healthcare:	29%	33.6%	37%	30%
Computer/Math:	7%	8.1%	8.9%	5%
4.2: Enrollment in High Value Occupation Non-credit Workforce Development: Increase rate of students enrolled in noncredit workforce development programs	197	228	251	273
4.3 Curriculum Based Experiential Learning Opportunities: Increase number of curriculum based internships, service learning, civic engagement, volunteer opportunities and participation.	5	15	30	53 as of FY 22

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

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2022)
5.1: Employee Diversity: Increase the ratio of racial/ethnic minority faculty and staff members to reflect the learner body.	15.7% FT Employees - persons of color; 7.3 % PT Employees - persons of color	+2% FT employees - persons of color; +2% PT Employees - persons of color	+5% FT employees - persons of color; +5% PT Employees - persons of color	14.2% of FT employees of color; 8.9% of PT employees of color

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2022)
5.1: Employee Diversity: Increase the ratio of racial/ethnic minority faculty and staff members to reflect the learner body.	15.7% FT employees of color; 7.3 % PT employees of color	+2% FT employees of color; +2% PT employees of color	+5% FT employees of color; +5% PT employees of color	14.2% of FT employees of color; 8.9% of PT Employees of color
5.2: Employee Satisfaction: An Employee Satisfaction Survey will be conducted in FY2023 to determine baseline data.	To be established	+2% points improvement	+5% points improvement	An employee satisfaction survey has not been completed at this time.
5.3: Facilities Maintenance and Investment: Investment in facility capital, maintenance, deferred maintenance, technological infrastructure, and campus safety infrastructure.	11.53%	10% or less	5% or less	8.76%
5.4: Campus safety measure: Campus safety will be evaluated via a Survey in FY2023.	<u>Unfounded Clery Act Crimes FY2022:</u> 0 on MWCC Campuses and 0 on adjacent public or non-campus property.	+2% points improvement	+5% points improvement	<u>Unfounded Clery Act Crimes FY2024:</u> 8 on MWCC Campuses and 0 on Non-campus properties
5.5: Revenue Generation: Increase revenue sources through judicious campus utilization, enrollment, grants, fundraising, alumni resource procurement, and new alternative revenue sources.	\$26.2 Million	\$32 Million	\$35 Million	\$34.8 Million
5.6 Expenditures Devoted to Instruction, Academic Support, Student Services, and Student Aid: Increase the percentage of overall cost that is devoted to instruction, academic support, student services, and student aid.	67%	70%	72%	68.2%

Performance Metric	Baseline Data	Target Metric (by 2027)	Ambitious Metric (by 2027)	Current Metric (as of Fall 2022)
5.7: Composite Financial Ratio (combination of the primary reserve ratio, viability ratio, net operating revenues, and return on net position ratio): Improve the benchmark for overall financial health by composite financial ratio.	<u>Amended Composite Financial Ratio baseline for FY 2021 w/ MWCC Foundation included:</u> 4.2 Primary Reserve Ratio: .36 Viability Ratio: 2.34 Return of Net Position Ratio: .078 Net Operating Revenue Ratio: .064	6.0	8.0	<u>Composite Financial Ratio with MWCC Foundation Included:</u> 1.29 Primary Reserve Ratio: .25 Viability Ratio: 1.28 Return of Net Position Ratio -.023 Net Operating Revenue Ratio -.026

STRATEGIC BRIDGE PLAN

FISCAL YEARS 2026 & 2027

[July 1, 2025 to June 30, 2027]



Mount Wachusett
Community College

TABLE OF CONTENTS

I.	President’s Introduction.....	4
II.	Institutional Mission, Vision, and Core Values.....	5
III.	Equity Imperative	7
IV.	Goals and Strategic Initiatives	8
V.	Measurable Outcomes, Metrics, and Alignment	21
Appendix I	Institutional Fact Sheet	27
Appendix II	Definitions and Shared Language	31



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*Vice President of Student Affairs and
Dean of Students*

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,

A handwritten signature in black ink, reading "James L. Vander Hooven". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

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.

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.	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. Optimized scheduling of classes based on student and program needs data. Develop a sustainable schedule for the Leominster campus. Space usage and classroom configuration analysis
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.	The New Early Intervention process will be successfully implemented for the upcoming academic year. 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.
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.	25% increase from FY 2025 baseline to FY 2027 in faculty in Open Educational Resources content development.
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.	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.

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
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.	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. 100% of established and approved early college pathways will have at least one stackable credential available to students in that pathway. (Pathways are: STEM, LAS, Healthcare, Education, Business)
1.3.2 Identify systemic barriers to higher education for underrepresented populations, and establish strategic initiatives to reduce or eliminate barriers.	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).
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.	Develop and begin implementation of a College Access Program Institutionalization plan to source funding outside of Federal dollars.
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.	Complete the transfer of the Prison Education Program to the Business Science Technology and Math division. 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.
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.	MassLINKS and The MWCC Site-Based Adult Education programs will establish 10-15 Programmatic benchmarks and measure program performance against those benchmarks. 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.

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
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.	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. 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.

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

Strategic Action	Measurable Outcome by June 30, 2027
2.2.1 Offer and broaden dynamic learner life experiences that engage learners in co-curricular and leadership activities.	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. 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. Student Services and Student Life will host its first ever "Leadership Lock-In," 24 hour leadership training for student organizations in FY 2026.
2.2.2 Build robust career and transfer development that supports learner networking through job panels, job fairs, and career readiness workshops.	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.
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.	Aligned to MWCC's Title III grant outcomes, increase overall career contextualized or experiential learning & work-based experience courses/sections with career aligned student learning outcomes to 75 courses/sections by Sept. 2027 via course redesign.

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
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.	Confirmation that data was reviewed. 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.

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 21st 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
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.	Hardware plan for 2025-2030 submitted to MWCC Budget office in winter 2025. Plan date and funding in FY26 to move Banner to SaaS to avoid hardware and major software upgrades that start in 2029. 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.
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.	Develop list of identified deferred maintenance projects with priorities and begun “preliminary studies” in preparation of future DM funding. Have completed “preliminary study” for Haley 1st Floor to understand scope and cost in preparation for future capital bond bill.

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
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.	A comprehensive documented College wide structure for regularly reviewing policy, process and practice by June 30, 2027.
5.3.2 Expand readiness activities that mitigate the effects of technological and safety concerns.	MWCC will have ability for students and faculty to be able to login to Blackboard if local data center is down. MWCC will have ability for staff to continue to work in Banner in the Cloud if local data center is down. 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.

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
GOAL 1: EQUITY AND INCLUSION IN OPPORTUNITY, ACCESS, AND AFFORDABILITY				
1.1: Fall Undergraduate Enrollment Headcount: 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	
1.2: Enrollment Representation of Underserved Populations (Latinx and African American): 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%	
1.3: Enrollment of Pell Eligible Students: 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
1.4: High School Students Concurrently Enrolled: 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
1.5: Learners with Unmet Student Financial Need: 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
1.6: Conversion Rate: 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%	
1.7: Median Student Loan Debt at Graduation	\$10,284	Maintain	Decrease	MA PMRS Access Metric
1.8: Tuition and Fees as Percent of State & Regional Family Income: 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
GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT				
2.1: On-Time Credit Accumulation 6+: 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%	
2.2: On-Time Credit Accumulation 12+: 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%	
2.3: First Year Credit Momentum (15 + credits): 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%	
2.4: First Year Credit Momentum (24 + credits): 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%	
2.5: First Year Credit Momentum (30+ credits): 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%	
2.6: Timely Completion of Gateway Courses in Math Completion: 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%	

2.7: Timely Completion of Gateway Courses in English Completion: 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%	
2.8: First Semester Persistence: 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%	
2.9: First Year Retention: 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%	
2.10: Six Year Comprehensive Success of Main Cohort: Increase the rate of learners' graduation and transfer rate.	49.7%	51%	52.2%	MA PMRS: Student Success & Completion and VFA
2.11: Credit Success Rate: 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%	
2.12: Graduation Rate: 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
GOAL 3: EQUITABLE AND INCLUSIVE PEDAGOGY, FACILITATION, AND ACADEMIC PROGRAMMING				
3.1: Stackable Credentials: 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
3.2: Systematic curriculum review process: Systemic curriculum review process developed and operationalized.	None	Operational	Optimal	None
3.3: Curriculum Review: 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
3.4: Face-to Face Learning Design and Curricular Outcomes Alignment: 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
3.5: Online Course Learning Design and Curricular Outcomes Alignment: 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
3.6: Quality Accredited Programs: 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
3.7: Assessment Plan: 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
3.8: Student Learning Outcome Alignment: 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

3.9: Faculty Professional Development: 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
3.10: Learning Environment: 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
GOAL 4: REGIONAL AND ECONOMIC DEVELOPMENT LEADER				
4.1: Degree Production in Fields Associated with High-Demand Occupations: 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%	
4.2: Enrollment in High Value Occupation Non-Credit Workforce Development: Increase rate of students enrolled in non-credit workforce development programs.	197	228	251	MA PMRS: Workforce Alignment and Outcomes
4.3: Curriculum Based Experiential Learning Opportunities: 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
GOAL 5: INSTITUTIONAL CAPACITY BUILDING FOR EQUITABLE-DECISION MAKING AND INCLUSIVE ENGAGEMENT				
5.1: Employee Diversity: 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
5.2: Employee Satisfaction: 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
5.3: Facilities Maintenance and Investment: 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
5.4: Campus safety measure: Campus safety will be evaluated via a Survey in FY2023.	To be established	+2 percentage points improvement	+5% percentage points improvement	None
5.5: Revenue Generation: Increase revenue sources through judicious campus utilization, enrollment, grants, fundraising, alumni resource procurement, and new alternative revenue sources.	26.2M	32M	35M	None
5.6: Expenditures Devoted to Instruction, Academic Support, Student Services, and Student Aid: Increase the percentage of overall cost that is devoted to instruction, academic support, student services, and student aid.	67%	70%	72%	None
5.7: Composite Financial Ratio (combination of the primary reserve ratio, viability ratio, net operating revenues, and return on net position ratio): 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
Total.....	10,174	10,022

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%
Total Responding.....	147	

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
Total.....	642	621

PROGRAM ENROLLMENTS

PROGRAM ENROLLMENTS	FALL '20	FALL '21
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

LICENSE PASS RATES BY PROGRAM	2020	2021
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

	FY20	FY21
TOTAL CREDIT AND NONCREDIT ANNUAL UNDULICATED STUDENT HEADCOUNT	7,289	6,094

CREDIT

Credit course registrations.....	21,208	18,382
Average credit class size.....	15	14

NONCREDIT

Total noncredit course registrations.....	3,949	3,598
Workforce development training Noncredit course registrations.....	1,497	1,215

FALL CREDIT ENROLLMENT

	3,187	3,156
Full-time.....	32%	29%
Part-time.....	68%	71%

CHARACTERISTICS OF FULL-TIME STUDENTS

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%

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

6 YEAR STUDENT SUCCESS RATES (FIRST-TIME STUDENTS - FALL)*	'14 COHORT
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.*

IPEDS GRADUATION & TRANSFER RATES*	COHORT '17	COHORT '18
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

EXPENSES	FY20	FY21
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
Total Revenue	\$1,258,597	\$1,450,743

EXPENSE	FY20	FY21
Program Services: Academic Support	\$1,035,899	\$529,997
Supporting Services: Operations, Fundraising	\$132,525	\$131,121
Total Expenses	\$1,168,424	\$661,118

NET ASSETS	FY20	FY21
Beginning of the Year	\$10,194,613	\$10,009,224
End of the Year	\$10,009,224	\$12,657,337
Increase/Decrease	(\$184,939)	\$2,648,113

ENDOWMENT MONEY	FY20	FY21
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.**

APPENDIX F: MWCC FY2025 OPERATIONAL PLAN END OF YEAR REPORT											
GOAL 1: EQUITY AND INCLUSION IN OPPORTUNITY, ACCESS AND AFFORDABILITY											
Strategic Initiative 1.1: Foster an encouraging and inclusive environment across all campuses and methods of study in which all learners											
Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress	
1.1.1 Actively recruit, enroll, and support diverse learner populations who reflect the North Central Massachusetts demographic makeup at all campuses.											
1.1.1	Academic Affairs	7/1/2024	6/30/2025	The Theatre at the Mount will continue to provide opportunities for community members to participate in and engage in theatre and the arts.	None	<i>Measurable Outcome Status:</i> Fully executed production schedule, including youth programming throughout the year: TAM offered youth summer program in both 2024 and 2025, with all slots filled, and transitioned to a new program director. Spring youth shows were held in both 2024 and 2025. Production schedule was adjusted in 2024 to better align seasonal tickets sale revenue with college fiscal year. Changes were made to production schedule in 2025 to improve theatre revenue.	9400	Gaillat	Completed		
1.1.1	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will develop stronger internal articulations and admission pathways from the non-credit to the credit parts of the house, while maintaining a focus on program accreditation and NECHE standards.	Deans, Lifelong Learning and Workforce Development personnel, Faculty	<i>Measurable Outcome Status:</i> ECE non-credit pathway sunsetted by LLL, with all current students completing. Articulation with non-credit CDA credential remains in place and is in the catalog. EEC in the process of developing new workforce guidelines.	3000	Gaillat	Completed		
1.1.1	Human Resources and Payroll, Affirmative Action	7/1/2024	6/30/2025	The Human Resources, Payroll and Affirmative Action Division will support recruiting activities to satisfy goals identified in AY 2024 workforce analysis.	Chief Diversity Executive, Hiring Managers	<i>Measurable Outcome Status:</i> Recruitment activities continue to be adjusted to support diversity in hiring. <i>Original Measurable Outcome:</i> Satisfying identified goals.	2400	Sennett	In Progress	<i>Next Steps:</i> AY 2024 and 2025 data discrepancies from vendor precluded setting numerical goal, but recruiting activities continue to be adjusted to support diversity in hiring. Anticipate data and plan by December 31 2025.	
1.1.1	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will pursue the following security Items to avoid data breaches and ransomware (implement in this order): 1. Application Express Reporting Tool - Add Single Sign-On. 2. Banner Security by Role, Open Database Connectivity (ODBC) security, and new Ellucian security model. 3. Migrate Discoverer reports to new tool. Discoverer has not been supported or security patched since 2017. 4. Deprovision most of the 48,000 student accounts that are active. and 5. Move to SIG for Banner Database Administrator (DBA) and Business Office contract requirements.	Academic Records, Student Financial Services, Business Office, Human Resources, Institutional Research, Admissions, Advising, and other offices	<i>Measurable Outcome Status:</i> 1) Abandoned - moving reports to Insights Long-Term; 4) Removed 32,000 accounts so far, 5) Completely changed focus by purchasing new SaaS tools and reporting system instead of SIG DBA based on other requests from FY25 operational plan1. <i>Original Measurable Outcome:</i> Security is fully in-place for each of the items. This work will take several years. If hit with ransomware or large data breach, might be harder to recruit and enroll students.	2100	Horlander	In Progress	<i>Next Steps:</i> 2) In-Progress for FY26, 3) In-Progress, 4) Additional 16,000 accounts to be deprovisioned in FY 2026, .	

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.1.1	Enrollment Management	7/1/2024	6/30/2025	The Marketing and Communications Department will overhaul outward facing marketing materials, specifically the website, to simplify navigation, ease of use, and language used and will conduct a website audit to reduce content that is not related branding recognition and recruitment and will rewrite content to increase readability and accessibility for the target audience.	All offices	<i>Measurable Outcome Status:</i> In-Progress: <i>Original Measurable Outcome:</i> A decrease in bounce rate and increase in time spent on pages.	5000	Rosbury-Henne	In Progress	<i>Next Steps:</i> Anticipate completion in FY 2026.
1.1.1	Enrollment Management	7/1/2024	6/30/2025	The Admissions Office in collaboration with Advising, Career & Transfer (including THRIVE), Student Affairs and Services and Academic Affairs will formally communication plan for students who were previously enrolled at MWCC but have been away for at least one year clearly outlining the steps they need to take to re-apply and what to expect during the process of readmission by June 30, 2025.	Advising, Career and Transfer Office, THRIVE, Academic Affairs program chairs, Student Affairs and Services	<i>Measurable Outcome Status:</i> Non-returner students who have been away for one year are easily identified in the Student Success Center and CRM. Communication is trackable and visible.	3100	Rosbury-Henne	Completed	
1.1.1	Student Affairs and Student Services	7/1/2024	6/30/2025	Leominster Campus will increase access to food items through our basic needs initiatives by providing access to grab and go meals.	Basic Needs Specialist	<i>Measurable Outcome Status:</i> Increased student access to no cost food items: Community Fridges added to Leominster Campus; Auto Tech and Dental Hygiene also have mini-pantries.	7500	Zelesky	Completed	
1.1.1	Student Affairs and Student Services	7/1/2024	6/30/2025	The Green Street Café will increase affordable Grab and Go options, including the cafeteria and community refrigerators, that are available to all students.	Basic Needs Specialist	<i>Measurable Outcome Status:</i> Green Street continues to partner with Basic Needs and Monty's Market to offer free healthy breakfast and lunch meal vouchers. Student discount was increased to 15%. This Fall, Green Street is launching its first "value meal" for \$7.50.	9500	Zelesky	Completed	
1.1.2 Develop a case management approach designed to mitigate non-cognitive barriers to college participation and completion by providing guidance, support, pertaining to education cost, housing, food, family, transportation and financial insecurity issues.										

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1.1.2	Academic Affairs	7/1/2024	6/30/2025	United Way Youth Venture will further develop the internationally-modeled youth-led social innovation program to integrate age-appropriate trauma-informed curriculum, inclusive of workshops, activities, and tools, with delivery of a minimum of 5 train-the-trainer sessions with school partners, the college, and community partners, providing practical strategies and concrete tools for the creation and sustainability of learning environments that are equitable and trauma-informed.	United Way Youth Venture	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> 80% of training participants will actualize one or more of the activities/tools provided in the trainings within a learning environment; 75% of participating youth will demonstrate increased personal agency, productivity, community engagement, self-advocacy, and/or development of leadership skills, through the UWYV action planning process, as measured by a facilitator rubric.	3050	Gaillat	Abandoned	<i>Reason for Abandonment:</i> MWCC transitioned United Way Youth Venture program operations to the United Way of North Central Massachusetts as of July 1, 2025. FY 2025 was focused on this transition.
1.1.2	Academic Affairs	7/1/2024	6/30/2025	Gateway to College will prioritize the social/emotional support and growth of enrolled students by developing a cost analysis and plan that designs for equity decreasing the total number of students in the program to 80, allowing advisors more time to provide the necessary intrusive advising for high risk students.	Early College , Enrollment Management, Student Services Dean/VP, Chief Diversity Executive, Budget Analyst	<i>Measurable Outcome Status:</i> Multiple meetings have taken place and diverse alternatives are still under consideration. <i>Original Measurable Outcome:</i> Cost Analysis and impact of the reduction with Senior Budget Analyst. Plan that designs for equity addressing behaviors vs. reduction of students in collaboration with enrollment management, student services, and Chief Diversity Executive. Present to President/LT once completed before proceeding with no more than 40 Gateway students by Fall 2025.	4101	Gaillat	In Progress	<i>Next Steps:</i> Diverse alternatives are still under consideration for future direction of Gateway to College capacity.
1.1.2	Information Technologies	7/1/2024	6/30/2025	The Office of Advising, Career & Transfer, the SUCCESS Scholar Program and the THRIVE Center and the Basic Needs Specialist through the application of the Target X Student Success Center and in collaboration with other offices, will assess their efforts in assisting students with non-cognitive barriers and referrals to other resources and use this assessment to inform trainings, advising resources and other opportunities to better support students.	IT, Office of Advising, Career & Transfer SUCCESS, THRIVE Center, Basic Needs Specialist.	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome-</i> As a result of this OPA, there will be companion documents to policies to be reviewed by the Curriculum and Policy Committee for addition into an upcoming college catalog.	4550	Rosbury-Henne	Abandoned	<i>Reason for Abandonment:</i> The scale of this OPA demonstrated challenges for completion; however, components of the OPA's original intention have been integrated and rewritten in the Advising/ Student Financial Services/ Academic Affairs FY26 OPA's regarding early intervention practices to support students on academic and financial aid warning and suspension.

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1.1.2	Enrollment Management	7/1/2024	6/30/2025	The Admissions Office will work collaboratively with ACT, Student Affairs, SFS, and Title III Program Manager of New Student Programming to enhance transition programming for all incoming students (new, readmit, transfer). implementing a comprehensive program of experiences that integrate new students into the MWCC community, both academically and socially. She will also be collaborating with many on this committee to cultivate a welcoming and inclusive environment for the support networks and family members of our incoming students, too.	ACT, Student Affairs, SFS, Title III Project Manager of New Student Programming, Dean of Learning Commons.	<i>Measurable Outcome Status</i> : Programming has been designed with specific student outcomes and assessments conducted pre- and post-programming to measure outcomes, and includes continued assessment of student persistence, retention, and graduation by cohort.	3100	Rosbury-Henne	Completed	
1.1.2	President's Office	7/1/2024	6/30/2025	The Chief Diversity Executive will define objectives of the Intercultural Center by outlining a case management approach, establishing measurable outcomes, and designing a framework to track progress once the center is up and running.	Office of Resource and Strategic Initiative Development (RSID)	<i>Measurable Outcome Status</i> : Complete written framework on which the Center's operations and design will be based on: The framework document was completed prior to RSID's request to partner as a collaborator. As it remains in draft form and has not yet received formal approval from the College President or the Board of Trustees, there is still an opportunity to define the scope and nature of potential collaboration at this stage.	1200	Williams	Completed	
1.1.2	MWCC Foundation	7/1/2024	6/30/2025	MWCC Foundation, Inc. will collaborate with new Student Basic Needs Center to create a Basic Needs endowment with goal of \$2 million over five years.	Student Affairs and Services Division and Office of Resource and Strategic Initiative Development	<i>Measurable Outcome Status</i> : FY2025 fundraising has brought in \$1 million. We will continue fundraising in FY2026 and FY2027 to raise a total of \$2 million endowment for Basic Needs. Expected completion: FY2028. <i>Original Measurable Outcome</i> : Raise a total of \$2 million endowment for Basic Needs by FY 2028	Foundation	Zottoli	In Progress	<i>Next Steps</i> : \$2 million endowment for Basic Needs will be completed FY2028. We will continue fundraising in FY2026 and FY2027 to raise a total of \$2 million endowment for Basic Needs. Expected completion: FY2028.
1.1.2	MWCC Foundation	7/1/2024	6/30/2025	MWCC Foundation, Inc. will work with college to raise money for renovation of the first floor of the Gardner campus enrollment hallway, student services area, and Library/Collaborative Learning commons to create a modern user friendly space.	Library, Facilities, and Office of Resource and Strategic Initiative Development	<i>Measurable Outcome Status</i> : On hold until architect plan is finalized by college. <i>Original Measurable Outcome</i> : First step are architectural plans for use in fundraising and sponsor development.	Foundation	Zottoli	In Progress	<i>Next Steps</i> : President Vander Hooven is working on architect funding.

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1.1.2	MWCC Foundation	7/1/2024	6/30/2025	MWCC Foundation, Inc. will continue to work with the Office of Resource and Strategic Initiative Development, Automotive Technician Program (School of Science, Technology, and Math) and Foundation Board to raise money to renovate 42 Linus Allain for future academic programming.	Auto Tech/Academic Affairs, and Office of Resource and Strategic Initiative Development	<i>Measurable Outcome Status:</i> Fundraising and grant development plan in progress and successful in FY2025 with \$100,000 grant from the George Alden Trust for additional classroom space; Linus Allain site is fully functional with academic programming and equipment purchased via several grants.	Foundation	Zottoli	Completed	Completed for FY2025; fundraising and improvements to continue through FY2026 and FY2027.
1.1.2	Resource and Strategic Development	7/1/2024	6/30/2025	The Resource and Strategic Development Office will continue to collaborate with the MWCC Foundation, Inc. on combined grant and fundraising campaigns for targeted areas of focus aligned to the strategic plan to include: Automotive Technology Building; Child Care Watch; Food Pantry/Basic Student Needs; and expand to Institutional Work-Study by June 30th, 2025. <i>(Also aligns with Strategic Initiative 5.4.3 and 5.4.4)</i>	MWCC Foundations, School of Business, Science, Technology, Student Services Division, Access and Transition, Lifelong Learning Workforce Dev., and Finance & Admin.	<i>Measurable Outcome Status:</i> Increased collaborative grant and fundraising campaigns from three to four in FY 2025.	6000	Layton	Completed	
1.1.2	Student Affairs and Student Services	7/1/2024	6/30/2025	Student Affairs and Students Services Division will lead an effort for MWCC will become a member of the 2024-2026 FamilyU / Generation Hope Cohort to develop (with technical support and assistance) student-centered best practices for supporting the 26% of our student population who identify as parents. This initiative will build upon our current, proven efforts to include student-parent success (including and focusing on parenting students of color).	Cohort Working Group consisting of reps from Student Services, Chief Diversity Executive, Facilities, Faculty, IR, Student Financial Services, Enrollment Management Division, CCAMPIS Program, Family Resource Center	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. MWCC submitted an application and letter of commitment, but was not selected for the 24-26 cohort.	4500	Zelesky	Abandoned	<i>Reason for Abandonment:</i> MWCC submitted an application and letter of commitment, but was not selected for the 24-26 cohort.
1.1.3: Demonstrate a welcoming, accepting environment across our mix of academic supports, learner services, and civic learning initiatives.										

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1.1.3	Academic Affairs	7/1/2024	6/30/2025	The Library/Collaborative Learning Commons will be consistent with the Collaborative Learning Commons Strategic plan, the collection is being weeded and updated with a policy toward inclusive development in practice with the goal of reflecting the diversity of our student body, who need to see themselves in our holdings.	Faculty; Chief Diversity Executive; Library Staff; Other Staff	<i>Measurable Outcome Status:</i> Designed a diversity audit that will better tell the Library/Collaborative Learning Commons how far off we are from the actual student body demographics. <i>Original Measurable Outcome:</i> The collection will increase its holdings that address BIPOC, LGBTQIA+, gender, and Accessible representation.	3200	Gaillat	In Progress	<i>Next Steps:</i> Finance and Administration turnover and challenges with a book vendor prevented us from adding to the collection in FY25. A Diversity Audit is built into the Learning Commons Strategic Plan with an expected completion date of June 2026 This will enable more strategic future purchasing, now that the F&A Processes are clearer for us and the vendor issue has been resolved.
1.1.3	Academic Affairs	7/1/2024	6/30/2025	The Brewer Center will launch the Civic Score Card and new capabilities for tracking and recognition in Give Pulse with the goal of engaging 20% more users and awarding badges and other Civic Card recognitions to 50 students in the 2024-2025 academic year.	Brewer Center	<i>Measurable Outcome Status:</i> 1) This academic year, Brewer Center staff focused on getting the word out for the Scorecard and its integration into Give Pulse (or online service hour tracking platform). We also spent a significant amount of time creating and finetuning a Civic Action Scorecard booklet; 2) Successfully integrate the Civic Action Score Card into existing programming and provided many new volunteer opportunities, which listed in Give Pulse some opportunities were hosted by the Brewer Center and some hosted by outside agencies. We successfully increased the # of Give Pulse users slightly (by 4%), we did not increase users by 20%, we had 5 students received pins related to the Civic Score Card vs. 50 proposed. <i>Original Measurable Outcome:</i> The Brewer Center will launch a comprehensive marketing campaign to engage at least 20% more users within the 2024-2025 academic year. 2. The Brewer Center will integrate the Civic Score Card into existing programming, provide additional volunteer opportunities and work with students one-on-one to ensure at least 50 students achieve some level of recognition in the 2024-2025 academic year.	3050	Gaillat	In Progress	<i>Next Steps:</i> 1. In the fall, we will continue execution of our fully developed marketing plan and before the end of the semester, finalize and distribute the booklet. 2. . We anticipate meeting these goal by the end of the fall 2025 semester, as the fall semester presents several on campus civic learning/ engagement opportunities where students can gain credit toward badge achievement. We will include direct Civic Action Score Card marketing at each of the said events.

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1.1.3	Academic Affairs	7/1/2024	6/30/2025	The Brewer Center will conduct a robust analysis of the changing needs of our community and community partners in a post-COVID environment through an online survey and coordination of focus groups at MWCC and within the greater community in spring 25.	Brewer Center / Institutional Research	<i>Measurable Outcome as of June 30, 2025:</i> While the Brewer Center has not yet conducted a robust analysis of the changing needs of our community, two of our community partners did – the CHNA 9 and HEAL, the Brewer Center is using this data to inform how we do our work. Brewer Center staff members met with nonprofits throughout the region to gage where area non-profits may need student leaders to build their capacity to meet the needs of the residents they serve. <i>Original Measurable Outcome:</i> Online survey implementation. This project will occur in FY25, once the new Director/Coordinator have been hired, with a goal of spring Implementation. (FF)	3050	Gaillat	In Progress	<i>Next Steps:</i> The Brewer Center will utilize the CHNA 9 and HEAL data to inform how they do their work. Brewer Center staff will continue to actively meet nonprofits throughout the region to gage where area non-profits may need student leaders to build their capacity to meet the needs of the residents they serve. While these efforts are ongoing, we anticipate meeting a majority of north central Massachusetts nonprofits by the end of the fall semester, especially since we are in the process of hiring an Assistant Coordinator for Civic Engagement, whose primary focus will be reaching out to area nonprofits to identify service-learning opportunities, so Brewer Center Director can then connect such opportunities to students, via their faculty/classes.
1.1.3	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	Division of Lifelong Learning and Workforce Development will increase opportunities for non-credit student engagement in Campus Services, Activities, and Community Events.	All Lifelong Learning and Workforce Development office collaboration	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome</i> The Division of Lifelong Learning and Workforce Development will explore creation of student leadership council(s) for member participation across all departments, including a fiscal analysis to determine if this creates an increased cost to college.	7400	Duggan	Abandoned	<i>Reason for Abandonment:</i> This activity may be returned to in future years. At this time resources and energy are being directed toward other priorities.
1.1.3	Resource and Strategic Development	7/1/2024	6/30/2025	The Resource and Strategic Development Office will assist in facilitating the inclusive application development process with Facilities, Enrollment Management, Chief Diversity Executive, the Collaborative Learning Commons, Lifelong Learning and Workforce Development and Student Services for an up to 25 million DCAMM Higher Education Capital Major Project focused on the first floor renovation (Enrollment Hallway, Multi-cultural/Intercultural Center, Child Watch Center, and Collaborative Learning Commons) to meet the growing and changing needs student population of the college by June 30th, 2025. <i>(Also aligns with Goal 5.4.3 and 5.4.4)</i>	Facilities, Enrollment Management and Admissions, Finance and Administration, Chief Diversity Executive, Assistant Dean of Collaborative Learning Commons, Lifelong learning and Workforce Dev. and Student Services, MWCC Foundation	<i>Measurable Outcome Status:</i> The Facilities Management Department has procured a Consultant to complete the Comprehensive and inclusive programming Space Study by May 2026. This Operational Activity is being transferred to the Facilities Management Department in FY 2026 <i>Original Measurable Outcome:</i> DCAMM Higher Education Capital Major Project plan designed through a reflective of the input and feedback of key college stakeholders, ideally with funding for architectural preliminary drawings and renderings of the major renovation proposed.	6000	Layton	In Progress	<i>Next Steps:</i> It was announced in January 2025 that the Facilities Management Department will collaborate with various Haley Building First Floor Stakeholders to develop a comprehensive and inclusive Programming Space Study by May 2026. This study will address the growing and changing needs of the student population of the college, that will then be used by MWCC's House Doctor to develop a Preliminary Renovation Study Concept and Cost Estimate that will better position the College for if/when a Bond Bill is announced by the Commonwealth of Massachusetts. If a more in-depth application process is required, then the RSID will support the Facilities Management Department in this process.

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1.1.3	Student Affairs and Student Services	7/1/2024	6/30/2025	Campus Police will continue their commitment to engage in college community relationship building activities, programs, and to continue to provide training for all Campus Police Officers and Institution Security Officers transforming and aligning with "Racially Just Policing Model" and "Anti-Racist Training" specifically designed for law enforcement officers. <i>(This also aligns with strategic initiative 3.3.1)</i>	Melissa Croteau, Chief of Police & Public Safety (Campus Police & Public Safety Department)	<i>Measurable Outcome Status:</i> Campus Police have engaged in training and professional development. <i>Original Measurable Outcome:</i> All Officers will continue to undergo specialized anti-racist training and continue to increase opportunities to engage with the college community attending on campus Diversity, Equity, and Inclusion training/ events to assist with improving and transforming departmental policy and practice with a racial equity lens.	2050	Zelesky	In Progress	<i>Next Steps:</i> Campus Police continues to engage in this training and professional development process.
1.1.3	Student Affairs and Student Services	7/1/2024	6/30/2025	Monty's Market will provide hygiene - especially feminine hygiene products - to all in the restrooms / key offices on all MWCC campuses.	Basic Needs Coordinator	<i>Measurable Outcome Status:</i> Increase access to general hygiene and feminine hygiene products at no cost: Bathrooms equipped with new, free hygiene dispensers in April 2025. This includes Leominster and Auto Tech campuses.	4400	Zelesky	Completed	
1.1.3	Student Affairs and Student Services	7/1/2024	6/30/2025	The Green Street Cafe will implement a new point of sales system which will open access to more patrons and begin the process of allowing a dining dollars program in the	Information Technology Services	<i>Measurable Outcome Status:</i> Install, training and integration of new POS system was finalized in the Spring of 2025.	9500	Zelesky	Completed	
1.1.3	Student Affairs and Student Services	7/1/2024	6/30/2025	The Green Street Café will continue to provide food options that meet the needs of our diverse student population including those with dietary accommodations and more diverse ethnic food options.	None	<i>Measurable Outcome Status:</i> Planned menus in FY 2025 that included micro-local fresh foods. <i>Original Measurable Outcome:</i> Plan menus that are inclusive of more students and employees recognizing the diversity and needs of the population we serve.	9500	Zelesky	In Progress	<i>Next Steps:</i> Green Street continues to expand food and dietary options including micro-local fresh foods.
1.1.4 Provide comprehensive professional development opportunities to faculty and staff on building interdepartmental collaboration and increasing ability to operate using a diversity and equity lens.										
1.1.4	Academic Affairs	7/1/2024	6/30/2025	The Learning Success and Testing Center/Collaborative Learning Commons consistent with our CLC Strategic Plan, the LSC will train staff on matters of equity with a focus on understanding BIPOC and LGBTQIA perspectives as a route to developing Growth Mindset and attending to Universal Design for Learning.	Advising, Career, & Transfer Office, LaChance Library Chief Diversity Executive	<i>Measurable Outcome Status:</i> Nearly all staff attended LGBTQIA community Understanding. <i>Original Measurable Outcome:</i> Staff will attend training on BIPOC and LGBTQIA community understanding.	3550	Gaillat	In Progress	<i>Next Steps:</i> BIPOC community will be planned with the new Director of Multicultural Affairs and Student Engagement in the coming year.

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1.1.4	Academic Affairs	7/1/2024	6/30/2025	The Office of Assessment will hold two professional development workshops (1 each semester) between July 2024 and June 2025 for two academic departments (four departments total), focused on developing or revising equity-minded program student learning outcomes.	Faculty	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> Four programs have revised or created Program Student Learning Outcomes with equity-framework.	2500	Gaillat	Abandoned	<i>Reason for Abandonment:</i> The Director of Assessment left, so there was no way to have the workshops.
1.1.4	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs (OAA) and Human Resources (HR) will launch the Learning Hub to institutionalize and broaden access to professional development (PD) college-wide.	Human Resources	<i>Measurable Outcome Status:</i> In Progress. <i>Original Measurable Outcome:</i> Dean Sweeney will review the model in September. Once in final draft, the model will be shared with campus stakeholders to assess opportunities and challenges with implementation. If the model is feasible, a new implementation timeline will be established.	3000	Gaillat	In Progress	<i>Next Steps:</i> Dean Sweeney will review final draft and make recommendations September 2025.
1.1.4	Finance and Administration	7/1/2024	6/30/2025	The Mail and Receiving Office will communicate more effectively and receive DEI training.	Facilities Management and Mail and Receiving Office	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> Identify trainings that would help advance them in their fields.	2450	Bry	Abandoned	<i>Reason for Abandonment:</i> With all the transition of staffing within Finance and Administration this was not accomplished. Will strive to complete in FY26.
1.1.4	President's Office	7/1/2024	6/30/2025	The Chief Diversity Executive will contract with reputable 3rd party consulting organization that has a focus in liberation and social justice, to consistently provide periodic training throughout the academic year. Contract the same consulting agency to facilitate monthly 90 minute process groups for BIPOC employees.	None	<i>Measurable Outcome Status:</i> Signed written contract with scheduled dates and times and allocated funding to fulfill contractual costs.	1200	Williams	Completed	
1.1.5 Work proactively with learners to educate them about financial literacy and mitigate the high cost of education with innovative strategies and financial support, to the greatest extent possible.										

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1.1.5	Student Affairs and Student Services	7/1/2024	6/30/2025	Student Life in collaboration with other programs, departments, and divisions will continue to support and grow our annual financial literacy program that assists all students in understanding the systems in place that create inequities.	CCAMPIS, Veterans Center, Visions and RX Program, Success Program, Advising, Career & Transfer Office, Enrollment Mgmt., Office, Chief Diversity Executive, Student Financial Services	<i>Measurable Outcome Status:</i> Financial Literacy Sessions were completed as indicated in 2024-2025 and all 2025-2026 sessions are scheduled. This has been operationalized as an annual commitment of 6 financial literacy sessions open to all students annually.	4350	Zelesky	Completed	
1.1.5	Enrollment Management	7/1/2024	6/30/2025	The Student Financial Services Offices will add two additional FAFSA completion events in the fall.	Educational Opportunity Center	<i>Measurable Outcome Status:</i> Student Financial Services was moved from Finance and Administration to Enrollment Management oversight in FY 2025. <i>Original Measurable Outcome :</i> Increase early FAFSA completion rates for returning students.	4700	Rosbury-Henne	In Progress	
1.1.6 Analyze, modify and implement institutional policies and procedures, academic programs and academic procedures, and assessment processes with a diversity, inclusion and equity perspective.										
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The School of Liberal Arts, Social Sciences and Education will hire and on-board full time faculty in English and Criminal Justice to support academic programs, including course content and approaches that affirm diversity, equity, and access. As we increase students, we will need additional sections for those students.	Human Resources	<i>Measurable Outcome Status:</i> LASSE hired three new full time faculty members: Full time faculty were hired in English and in Criminal Justice. A Reading Specialist search in English was conducted but did not result in a hire. This search will be reopened in September 2025.	3500	Gaillat	Completed	
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The School of Liberal Arts, Social Sciences and Education via the ECE Pathways Grant Program will continue to develop dual language program in Early Childhood Education.	Early Childhood Education Pathways grant	<i>Measurable Outcome Status:</i> Development of dual language FYE course is complete: Dual language ECE certificate program is being offered and supported. A dual language FYE class was developed and offered in the summer of 2024. While the course was well-received by students, subsequent changes in the grant program do not continue to support this course in future years.	3500	Gaillat	Completed	

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The Brewer Center will successfully complete the Carnegie Reclassification in Civic Engagement application to be awarded reclassification for the 2025-2026 academic year.	Brewer Center	<i>Measurable Outcome Status:</i> The former, long-term Brewer Center Director left the College at the end of the spring 2024, slowing much of the Center’s work, especially surrounding service-learning and reciprocal connection to the greater community; faculty scholarship focused on community impact and collaboration with community partners, and assessment of civic engagement efforts and of the community’s perception of our work. The Brewer Center therefore decided to hold off on applying for Carnegie Reclassification in Civic Engagement until the 2026-2027 academic year; until after a new Director was hired and able to bring the Center’s work to a place where MWCC met the requirements of Carnegie Classification. The Brewer Center has also hired an Assistant Director and is in the process of hiring an Assistant Coordinator of Civic Engagement to expedite meeting those requirements by the time the reclassification application is due in January 2026. <i>Original Measurable Outcome:</i> Conduct a robust survey/focus groups and other assessments of the campus to gather information for the completion of the application with at least one initiative per month.	3050	Gaillat	In Progress	<i>Next Steps:</i> In process of hiring an Assistant Coordinator of Civic Engagement to expedite meeting those requirements by the time the reclassification application is due in January 2026. The Brewer Center will conduct a survey, focus groups and other assessments of the campus to gather information for the completion of the re-application with at least one initiative per month, during the fall 2025 semester.
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The Math Department will analyze DEV Math completion data, by program of study, in order to identify areas for curriculum adjustments and contextualized mathematics instruction.	School of Science, Technology and Math, Office of Institutional Research	<i>Measurable Outcome Status:</i> The work to develop the model is ongoing. In May, a Self-Study was completed by the Department Chair in preparation for a Fall Evaluator visit. <i>Original Measurable Outcome:</i> Dean Sweeney will review the model in September. Once in final draft, the model will be shared with campus stakeholders to assess opportunities and challenges with implementation. If the model is feasible, a new implementation timeline will be established; and will reconvene in the fall for future planning and updates.	3600	Gaillat	In Progress	<i>Next Steps:</i> Next steps are to leverage review findings and supporting resources to refine curriculum and optimize model options in FY 2026.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.1.6	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will review, adjust, and publish all policies including Data Access and Systems Policy in relation to Gramm Leach Biley Act (GLBA) assessment and NECHE data requirements with a review of data equity imperative needs for Data Access. Also, a table top exercise for senior administration to understand the risks of a cyber security event.	Institutional Research, Chief Diversity Officer, Policy Review Office	<i>Measurable Outcome Status:</i> Policies are in process after new GLBA assessment with the state. Table top exercises have been completed. <i>Original Measurable Outcome:</i> Review and be compliant with results from assessment done with Compass IT on protecting student financial data. Have a completed Data Access Policy to govern systems and reporting applications for both GLBA and NECHE.	2100	Horlander	In Progress	<i>Next Steps:</i> Policies to be published over FY26.
1.1.6	Finance and Administration	7/1/2024	6/30/2025	Mount Fitness will implement student based fitness programming that is inclusive for all students. This programming will consist of one group fitness class per month and will be open to all students regardless if they're a member or not.	Student Services	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> The Mount Fitness management team will schedule 1 class per month dedicated to MWCC students only.	2800	Bry	Abandoned	<i>Reason for Abandonment:</i> A decision was made by the director to not pursue this effort to avoid a payroll expense. With the change of this being included as part of a student activity fee this is to be a priority for FY26.
1.1.6	Enrollment Management	7/1/2024	6/30/2025	The Office of Advising, Career & Transfer, the SUCCESS Program and the THRIVE Center will collaborate with other student-facing offices to develop consistent, efficient, timely, high impact college communications to students via the Target X Student Success Center through the development of a communication plan for current students that can be assessed to uncover and address the "hidden needs" of higher education.	Visions and RX, Success Program, Thrive Center, Student Affairs and Student Services, Transitions to College Program	<i>Measurable Outcome Status:</i> As a result of this OPA, there is a college communication plan for current students .	4550	Rosbury-Henne	Completed	
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The Nursing department will continue it's root cause analysis as to the barriers to retention, progression, completion and licensure pass rates in all nursing programs.	Admissions	<i>Measurable Outcome Status:</i> No Updates. <i>Original Measurable Outcome:</i> Realignment of the LPN-ADN Bridge program.	3150	Gaillat	In Progress	<i>Next Steps:</i> Requires longitudinal data ongoing assessment to be completed in FY 2026.
1.1.6	Academic Affairs	7/1/2024	6/30/2025	The Nursing and Health Sciences School and Physical Therapist Assistant, Dental, Paramedicine and Veterinary Technician programs will begin the process of developing and implementing program specific systematic plans of evaluation.	School of Nursing and Health Sciences and Program Chairs	<i>Measurable Outcome Status:</i> No Updates. <i>Original Measurable Outcome:</i> All programs will create an SPE calendar based on accrediting body requirements. All programs will establish routine program meetings and planning dates to assess program outcomes.	3150	Gaillat	In Progress	<i>Next Steps:</i> Systematic Plans of Evaluation will continue through FY 2026 and FY 2027

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.1.6	Resource and Strategic Development	7/1/2024	6/30/2025	The Resource and Strategic Initiative Development Office will collaborate with Leadership Team and key stakeholders as identified to revise and implement a Bridge FY 2025-FY 2027 Strategic Plan by prioritizing and simplifying the current strategic plan to less strategic initiatives and strategic actions, that aligns more closely with the equity imperative, and is reflective of the changing student landscape due and an increase of students of color by September 30th, 2024 and develop the framework for the next five year Integrated Strategic Planning Process in collaboration by June 30, 2025. <i>(Also aligns with Strategic Initiative 5.3.1)</i>	Leadership Team and President	<i>Measurable Outcome Status:</i> FY2025-FY 2027 Bridge Strategic Plan and Framework and Plan for Next 5 Year Integrated Strategic Planning Process -Bridge Plan has been distributed to Community and timeline for next Strategic Plan cycle has been established.	6000	Layton	Completed	
1.1.6	Enrollment Management	7/1/2024	6/30/2025	The Student Financial Services Offices will upgrade our autopackager to include some/all of the free college funding to the extent possible, based on what is delivered by the Commonwealth.	SFS, Records	<i>Measurable Outcome Status:</i> Students now have these funds on their accounts earlier and will be able to make better informed decisions about registering and we have reduced AR.	4700	Rosbury-Henne	Completed	
1.1.6	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	The Division of Lifelong Learning will develop reporting tools and resources to automate the evaluation of non-credit, cost-free programming success by key performance indicators established by the division and aligned to the MWCC Strategic Plan to enhance program analysis and strategic planning efforts ensuring .	Information Technology Services, Institutional Research Office	<i>Measurable Outcome Status:</i> Key Performance Indicators have been established for the Division and each department of the Division. Automated Reporting is available for both MassLINKS and Site Based Adult Education Through the LACES Database <i>Original Measurable Outcome:</i> The Division of Lifelong Learning will be able to generate a minimum of 5 unique reports to analyze course, department, and divisional data.	7000	Duggan	In Progress	<i>Next Steps :</i> Continue work on Workforce Development Reporting Solutions are IP and include internal options (Banner, TargetX) and External, Course Storm, Salesforce Employer Relations Modules in FY 2026.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.1.6	President's Office	7/1/2024	6/30/2025	The Chief Diversity Executive will review and assess talent acquisition process and make policy change recommendations to HR for changes that reflect equitable and inclusive practices. Work closely with HR as they seek compliance in actualizing the state's affirmative action planning.	Human Resources and Affirmative Action Division, Chief Diversity Executive	<i>Measurable Outcome Status:</i> Granted necessary permissions and access to the workforce database, enabling me to independently pull and analyze the necessary metric (once I get some training on use of database). <i>Original Measurable Outcome:</i> Formal written recommendations made to Human Resources and the President that identify disparate impact, disparities, inequities, and hidden bias in talent acquisition practices and policies.	1200	Williams	In Progress	<i>Next Steps:</i> Challenges in obtaining quantitative recruitment metrics, workforce data, and accurate affirmative action information has impeded ability to identify disparate impacts, disparities, inequities, and hidden bias in talent acquisition practices. Without this data, it is difficult to make informed policy recommendations to establish more equitable and inclusive practices. I have requested to partner directly with the Director of Employee Development (whose professional portfolio includes talent acquisition) to move this work forward. This collaboration should allow for us to collectively build the infrastructure needed to collect and analyze meaningful data, identify areas for improvement, and implement strategies that foster a more equitable and inclusive workplace.
Strategic Initiative 1.2: Make affordable and accessible education available equitably among all campuses and all methods of study.										
1.2.1 Utilize academic and nonacademic support staff at each campus or instructional site and method of study as they transition along their academic path.										
1.2.1	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will analyze the sustainability and relevance of all academic programs starting with low enrollment programs for further development or phasing out. Special emphasis will be place on student's return on investment and market analysis.	Faculty, IR, Finance and Administration,	<i>Measurable Outcome Status:</i> Only sustainable and pertinent programs will remain active, as dictated by labor market and transfer analysis: Photography degree and certificate programs sunsetted.	3000	Gaillat	Completed	
1.2.1	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	The Division of Lifelong Learning and Workforce Development will align staffing model across all departments to support increased student success as measured by the established key performance indicators and analyzed by student demographics.	Human Resources, Payroll and Affirmative Action Division, Student Affairs and Student Services Division	<i>Measurable Outcome Status:</i> IP - MassLINKS Redesign to meet funder enrollment expectations and high quality remote instruction. Site Based Adult Education has back-filled Evening Career Development Counselors for site based Career Planning Services, Workforce Development Employs 3 Student Support Coordinators. <i>Original Measurable Outcome:</i> Current departmental staffing in areas of student success and retention analyzed and plan developed for increasing student success and retention for historically minoritized student populations.	7200	Duggan	In Progress	<i>Next Steps:</i> Plan developed for increasing student success and retention for historically minoritized student populations with updated staffing design.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.2.2 Maintain affordable programming by keeping focus on sustainability, impact, and containing costs in all decision making across the college.										
1.2.2	Human Resources and Payroll, Affirmative Action	7/1/2024	6/30/2025	Human Resources, Payroll and Affirmative Action will initiate development of a formal, flexible work schedule program to promote sustainable workforce.	LT; Union representatives	<i>Measurable Outcome Status:</i> Flexible and/or compressed work schedule options and evaluation of equitable implementation of Telework policy has been developed.	2400	Sennett	Completed	
1.2.2	Academic Affairs	7/1/2024	6/30/2025	The Open Education Resources (OER) Committee, which includes a student rep, will establish the systems, best practices, and Professional Development to support faculty in OER in order to institutionalize use of OER.	Academic Affairs and OER committee	<i>Measurable Outcome Status:</i> This is an ongoing initiative that includes professional development for faculty, grant efforts to support the creation of faculty-led OER materials, and continued collaboration with the Department of Higher Education through the Advisory Council and the Professional Development Subcommittee. It also involves active participation in MWCC's OER Steering Committee <i>Original Measurable Outcome:</i> System, best practices, and professional development in OER developed and implemented.	3000	Gaillat	In Progress	<i>Next Steps:</i> Continue to provide professional development for faculty, develop grant for the support of faculty-led OER materials, and active participation on OER Steering Committee.
1.2.3 Align learner support services equitably, providing access to all services and learning environments to all learners, across all campuses and delivery methods										
1.2.3	Academic Affairs	7/1/2024	6/30/2025	The Library/The Collaborative Learning Commons will continue progress on the creation of a Collaborative Learning Commons that situates services and spaces strategically for the range of student needs. Work includes collecting data and revising policy, creating an Advisory Council, and pursuing grant and other funding sources.	Office of Resource and Strategic Initiative Development (RSID), MWCC Foundation, Inc., Academic Affairs, faculty, professional staff, Assessment/IR, and others as process requires	<i>Measurable Outcome Status:</i> UX and other data reported to Senior VP of Academic Affairs; Advisory Council Created; Funding Plan for the Learning Commons renovation is in Bridge Strategic Plan and LC Strategic Plan goal for the coming year, <i>Original Measurable Outcome:</i> 1. Data collected through UX work and other methods will be reported to administration, The Office of RSID and the architect; 2. The Advisory Council will be created; 3. I will collaborate with The Office of Resource and Strategic Initiative Development, the MWCC Foundation, and other offices to develop DCAMM and other grant proposals, if available in the next cycle.	3200	Gaillat	In Progress	<i>Next Steps:</i> , Currently waiting, no Ana G. and Jay B. to move forward.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.2.3	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will establish strong academic services (learning support center (LSC); library services; advising) on the Leominster campus that address most needs of Leominster students.	Library, LSC, OAA	<i>Measurable Outcome Status:</i> Library Services provided 2.5 days/week on Leominster campus and Learning Consultations for Writing and Math held 4 days per week, including evenings. <i>Original Measurable Outcome:</i> Completion date depends on two significant variables: 1. Identification of Leominster programming will shape collection (if any) and collaboration with Leominster Public. 2. Budget will determine staffing with a goal toward FT employees in reading/ Writing/STEM M-F 9am-5pm.	3000	Gaillat	In Progress	<i>Next Steps:</i> Library Services collections ideas on hold until Leominster programs are identified. Learning Consultation increases depend on staff hires, which are done twice yearly.
1.2.3	Academic Affairs	7/1/2024	6/30/2025	The Library/Collaborative Learning Commons per the CLC Strategic Plan, the library staff will: 1. investigate how to provide relevant and accessible spaces and collections conducive to student learning in-line with their needs and expectations and 2. Identify and remove barriers to library physical and digital spaces to create a more positive user	Institutional Research, students, User Experience (UX committee	<i>Measurable Outcome Status:</i> Floor sweep data integrated into report submitted to Senior VP Academic Affairs. <i>Original Measurable Outcome:</i> Staff will 1. compile and present data on User Experience and Floor Sweeps and 2. Conduct a website user analysis.	3200	Gaillat	In Progress	<i>Next Steps:</i> No update on website user analysis.
1.2.3	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will purchase desktop computers for computer labs/Library and turn H359 lab into an open lab near the Child Watch for students to be able to access computers without having to travel too far between class and picking up their children.	Campus Police, Student Services	<i>Measurable Outcome Status :</i> Provided open lab to student parents near Child Watch room.	2100	Horlander	Completed	Computers purchased in July 2026. Based on increased enrollment, H359 will remain a computer lab instead of ChildWatch space.
1.2.4 Create schedules that allow for instructional access across all campuses and that close access gaps among learners who seek an affordable education.										
1.2.4	Human Resources and Payroll, Affirmative Action	7/1/2024	6/30/2025	Human Resources, Payroll and Affirmative Action will develop guidelines to assist management with applying the existing telework policy to facilitate more predictable scheduling.	LT; Union representatives	<i>Measurable Outcome Status:</i> Abandoned- Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> Guidelines to assist management personnel in developing coordinated staffing to support students.	2400	Sennett	Abandoned	<i>Reason for Abandonment:</i> The staggered and compressed scheduling initiative compelled more transparency in setting college expectations for work hours for individuals and departments thereby addressing a significant challenge that was a driver for the initiative in the first place.

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1.2.4	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will develop a plan for completion of the Human Services (HS) Degree between coursework at Leominster Campus and WEB sections.	Human Services faculty, Leominster Campus, Enrollment Management Committee, Early College Staff	<i>Measurable Outcome Status:</i> Between enrollment in Leominster and WEB students should be able to complete the Human Services Degree. HS degree can now be completed in Leominster campus, with few courses required as web :HS degree can be completed in Leominster campus, with few courses required as web. Program is being offered as an evening program (with many gen ed courses that may be taken day or evening).Courses are currently being supported as non-pro-rated, but enrollment will need to be further developed to ensure classes can continue to run as scheduled.	3000	Gaillat	Completed	
1.2.5 Implement "Early Intervention Procedures" to identify at-risk learners prior to "Satisfactory Academic Program (SAP) and realign SAP procedures and programming to best support at-risk learners so they may maintain good standing.										
1.2.5	Academic Affairs	7/1/2024	6/30/2025	The Dental Hygiene program will build learning strategies into course delivery making better use of LSC to help students develop reading and writing skills needed to be successful in the DHY program and in their careers.	Dean of Learning Collaborative, Learning Center Consultants	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> All dental hygiene faculty who teach didactic clinical and lab courses will attend two faculty development workshops. A performance rubric will be developed and tested during DHY205 Pain Control in Summer Cycle 2 2024. Any revisions to the rubric will be made in time for the Fall 2024 semester.	3110	Gaillat	Abandoned	<i>Reason for Abandonment:</i> Not an area of focus at this time.
1.2.6 Implement strategies and policies to help minimize the cost to learner access of materials and learning tools.										
1.2.6	Academic Affairs	7/1/2024	6/30/2025	The Veterinary Technician Program will work to ensure equitable access to the required rabies vaccination which is an accreditation requirement for all Vet tech students.	Veterinary Technician Chair	<i>Measurable Outcome Status:</i> Identified and pursued multiple vendors that are able to provide the rabies vaccinations, perhaps utilizing students health insurance or negotiated group rate pricing. Cost may need to be incorporated in student fees.	3610	Gaillat	Completed	
1.2.7 Expand access to programs like dual enrollment, early college, adult education and workplace training, and other accelerated pathways to										
1.2.7	Academic Affairs	7/1/2024	6/30/2025	The Pathways Early College Program will work with Gardner High School to pilot a new cohort of full-time early college students, giving motivated students the option to complete an Associate Degree.	Early College Programs	<i>Measurable Outcome Status:</i> Meetings with principal, EC coordinator, and superintendent held. <i>Original Measurable Outcome:</i> The Pathways Program Staff and Gardner High will identify a cohort of between 10-25 students to participate in this pilot for fall 2025.	4102	Gaillat	In Progress	<i>Next Steps:</i> Projected completion date: 6/30/26. Meetings with principal, EC coordinator, and superintendent will continue this fall.

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1.2.7	Finance and Administration	7/1/2024	6/30/2025	Mount Fitness will expand access for full time students, by making memberships free and giving them access to the entire gym.	Student Services, Budgeting Office,	<i>Measurable Outcome Status:</i> As of July 1, 2025 student membership is free to students as part of their Student Activity Fee. <i>Original Measurable Outcome:</i> Mount Fitness will track how many full time students with a 12 credit or more course load access the free membership vs. paid memberships over the last 5 years.	2800	Bry	In Progress	<i>Next Steps:</i> Tracking how many students use the free membership vs. paid membership over the last five years in FY 2026.
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.										
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.										
1.3.1	Academic Affairs	7/1/2024	6/30/2025	The Early College Team will develop the systems and processes for experiential learning opportunities for early college students, including design of internship opportunities for EC students within their identified academic pathway in partnership with local businesses/organizations, to give students concrete experience and employment skills in their field of interest by June 30, 2025 .	Early College Programs, Brewer Center, Career Services, Title III staff, Employer Relations in Lifelong Learning and Workforce Development	<i>Measurable Outcome Status:</i> In-Progress <i>Original Measurable Outcome:</i> Policies and procedures for EC experiential learning developed; list of approved internship sites for students to begin for fall of 2025.	4100	Gaillat	In Progress	<i>Next Steps:</i> Projected completion date: 1/1/26. Meetings will occur with career services to better plan out the details of this opportunity so that sites are identified much earlier on for students and responsibilities between departments are clearly defined.
1.3.1	Academic Affairs	7/1/2024	6/30/2025	Gateway to College Program will work with Lifelong Learning to establish a system to provide marketable certifications, giving students the ability to gain real-life experience in a field of interest, while also giving them the opportunity to increase potential earnings while continuing their education, by June 30, 2025.	Early College Programs, and Lifelong Learning and Workforce Development	<i>Measurable Outcome Status:</i> CNA continued to be offered, <i>Original Measurable Outcome:</i> 100% of Gateway to College students will have at least one aligned credential opportunity available to students beginning in Fall 2025.	4101	Gaillat	In Progress	<i>Next Steps:</i> Projected completion date: 6/30/26 CNA will continue to be offered, however continued conversations will be necessary with LLL in order to identify useful credentials beyond healthcare.
1.3.1	Enrollment Management	7/1/2024	6/30/2025	The Marketing and Communications Department has set a goal to improve and optimize the Early College and Dual Enrollment webpages, increasing page views and visitor engagement, simplifying program selection for HS Students, and organizing program content using student feedback to reduce confusion, raise awareness, and encourage participation, all while prioritizing equity, inclusivity, and student motivation for education.	Access and Transition, Enrollment Management, and Public Affairs	<i>Measurable Outcome Status:</i> There have been increases in page visits and page views in FY2025.	5000	Rosbury-Henne	Completed	

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1.3.2 Identify systemic barriers to higher education for underrepresented populations, and establish strategic initiatives to reduce or eliminate barriers.										
1.3.2	Academic Affairs	7/1/2024	6/30/2025	The Early College Team will work with high school partners, Academic Affairs, Visions/RX Programs, and Lifelong Learning and Workforce Development and Library, to implement a FYE course for all new early college students to better prepare students for the expectations of college coursework, and to help students explore post-secondary college, career options and that is culturally relevant.	Early College Programs, Dean Occhipinti, Library Staff, Lifelong Learning and Workforce Development and TRIO/Visions/RX Programs, Library	<i>Measurable Outcome Status:</i> Over the summer of 2024, a workgroup of faculty met to review the current FYE curriculum and create a proposal for new material. A pilot FYE course ran for pathways over the fall, however it was met with mixed reviews from students. <i>Original Measurable Outcome:</i> FYE will be implemented for all early college students by Fall of 2025.	4100	Gaillat	In Progress	<i>Next Steps:</i> In order to implement this more widely, the best option may be a non-credit version taught by the high school staff. Several partners are piloting their own versions of this for FY26
1.3.2	Academic Affairs	7/1/2024	6/30/2025	The Learning Success and Testing Center/Collaborative Learning Commons will continue evolving and streamlining Credit for Prior Learning operations and access via the MyExperienceCounts website.	Deans, Assistant Dean of Academic Affairs, Lifelong Learning and Workforce Development Division, Records Office, Academic	<i>Measurable Outcome Status:</i> Abandoned- Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> 1. MEC Data files will finally be updated to reflect institutional offerings. 2. Processes will be further refined and codified on the LSC Guide and in the Catalog.	3550	Gaillat	Abandoned	<i>Reason for Abandonment:</i> Credit for Prior Learning has been moved directly under academic affairs to the Dean of Academic Affairs' to the move, most of the files were updated to reflect institutional offerings and the process was added to the catalog.
1.3.2	Academic Affairs	7/1/2024	6/30/2025	The Early College Team will develop and implement a program communication plan, including: renovation of the program website and documents including a system for language translation; establishing a system for parent communications with high school partners; and, utilizing the Salesforce platform to create parent and student distribution lists to send information out in real time.	Early College Programs / Marketing	<i>Measurable Outcome Status:</i> The team has not yet been given permission to utilize TargetX for comm plans. Currently only admissions has the ability to set up comm plans. In place of this, the team has still provided translated materials with the assistance of the high schools, and has streamlined all paperwork across high schools to ensure that the same communications are being provided. The team has also set up reports in TargetX to set up student/parent /guardian contact lists to assist with distribution of materials even though we cannot yet send this out directly through TargetX. <i>Original Measurable Outcome:</i> Provide translated program materials and launch a Comm Plan aligned to the needs of students in Early College and Dual Enrollment, that aligns with communications with the way TargetX functions.	4100	Gaillat	In Progress	<i>Next Steps:</i> Projected completion date: 6/30/26. The team will continue to meet with admissions to work towards the goal of comm plans through TargetX.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
1.3.2	Enrollment Management	7/1/2024	6/30/2025	The Marketing and Communications Office in collaboration with Academic Affairs, Admissions and Work Force Development will promote at least 3 non-credit to credit pathways that encourage students to continue pursuing higher education as measured by an increase in inquiry conversion rate by June 30, 2025, engaging with target audience via culturally appropriate initiatives.	Admissions / Workforce Development	<i>Measurable Outcome Status:</i> In-Progress <i>Original Measurable Outcome:</i> An increase in inquiry conversion rate. Developed strategy for ongoing maintenance and upkeep, and create a marketing plan for its rollout.	5000	Rosbury-Henne	In Progress	
1.3.2	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	Division of Lifelong Learning and Workforce Development will align statewide and regional collaborative efforts to and workforce development programming to employer demand across the Commonwealth and within North Central Massachusetts.	All Lifelong Learning and Workforce Development division offices	<i>Measurable Outcome Status:</i> Abandoned- <i>Measurable Outcome Not Met. Original Measurable Outcome:</i> Increase number of entry-level training programs and corporate training programs providing workplace language development skills aligned to specific industry and specific employer need.	7400	Duggan	Abandoned	<i>Reason for Abandonment:</i> The Division of Lifelong Learning and Workforce Development will revisit this activity once the programs have been redesigned.
1.3.2	Information Technologies	7/1/2024	6/30/2025	In partnership with Information Technology the Office of Institutional Research and Assessment will support Informer implementation with business units creating operational reports with appropriate racial/ethnic and low income demographic breakouts for the end user.	IT & OIRA supporting ACT, Fin Aid, Records & Academic Affairs staff	<i>Measurable Outcome Status:</i> Reports will go from zero to at least 1 in Informer: New SaaS reporting tool released to users August 2025.	2100	Horlander	Completed	
1.3.2	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services in collaboration with Enrollment Management, Business Office, Student Financial Services, Institutional Research, Academic Affairs, and Access and Transition will implement the Entrinsik Informer Reporting Tool for campus with consistent support from a Programmer/Analyst position.	Enrollment Management Committee, Business Office, Student Financial Services, Academic Affairs, Deans, Access and Transitions	<i>Measurable Outcome Status:</i> Implement reporting tool across different functional teams and training provided to positions: New SaaS reporting tool released to users August 2025.	2100	Horlander	Completed	
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 pre-k through post-secondary education and occupational training.										

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1.3.3	Academic Affairs	7/1/2024	6/30/2025	College Access Programming (Educational Talent Search, North Central MA Talent Search) will pilot a Males to College success-focused workshop/event for expanding young male participation in higher education planning and preparation.	College Access; Admissions	<i>Measurable Outcome Status:</i> In Progress <i>Original Measurable Outcome:</i> 10% increase in male participation in Upward Bound Math and Science, Educational Talent Search, and North Central MA Talent Search.	4100	Gaillat	In Progress	<i>Next Steps:</i> Projected completion date: 8/31/26 (end of grant year). Strategic recruitment will be targeted towards males in partner schools.
1.3.3	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will pursue avenues for collaboration with other higher education institutions, identifying partnerships as needed, will be researched and implemented, in order to facilitate pathways for students. Both at the programmatic and college level.	Deans, Program leaders, Faculty, Transfer Coordinator	<i>Measurable Outcome Status:</i> Multiple agreements are underway and in different stages of development. <i>Original Measurable Outcome:</i> Articulation agreements and pathway development with area receiving institutions will be in place.	3000	Gaillat	In Progress	<i>Next Steps:</i> Multiple agreements are underway and in different stages of development and will be finalized in FY 2026.
1.3.4 Continue to grow the Second Chance Pell program, support for the formerly incarcerated, as well as the Department of Transitional Assistance (DTA) population in a financially responsible manner.								None Submitted		
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.										
1.3.5	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	Division of Lifelong Learning and Workforce Development collaborate with the Division of Academic Affairs and Office of Enrollment Management will formalize non-credit to credit pathways via internal articulation agreements across the Departments of Adult Education and Workforce Access and Education to support direct enrollment and credit attainment at MWCC for historically minoritized student populations.	MassLINKS and Workforce Access and Education, Academic Affairs and Enrollment Management, Senior Budget Analyst	<i>Measurable Outcome Status:</i> Healthcare pathways were bolstered by the transition of the Non-Credit CNA program to Academic Affairs. Other non-credit to credit pathways have been paused while the IT Department has been revamped and rebuilt. <i>Original Measurable Outcome:</i> The Division of Lifelong Learning will be able to offer 3 non-credit to credit pathways across non-credit academic and workforce development areas. Completion of a fiscal analysis.	7300	Duggan	In Progress	<i>Next Steps:</i> Upon revamp/rebuild of IT department revamping, more non-credit to credit pathways will be developed. Also, the field is awaiting guidance from MACC and the Non-Credit Mobility Academy regarding standardized processes for building non-credit to credit pathways, with goal of FY 2026 completion.
1.3.5	Academic Affairs	7/1/2024	6/30/2025	The Early College Team will complete an implementation plan in collaboration with school district partners and Leominster campus staff to provide an on-campus early college experience at the Leominster Campus for Clinton, Leominster, and Fitchburg High School students to address inequity in early college access to these students by June 30, 2025.	Early College Programs, Student Services Division, Leominster Campus, Library Services	<i>Measurable Outcome Status:</i> Created plan; transportation plans/funding identified for FY 26 from partnering high schools: This goal has been met, with a cohort of Leominster and Fitchburg students beginning fall of 2025 on the Leominster campus. Clinton will be sending students to the Gardner campus this fall but is open to sending students to either campus. Transportation will be provided through the school bus contract and MART, and lunches will be provided by each school.	4100	Gaillat	Completed	
GOAL 2: EQUITABLE AND INCLUSIVE STUDENT SUCCESS AND ACHIEVEMENT										
Strategic Initiative 2.1: Provide an integrated system of services that advances learner academic, career, personal and professional success										

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
2.1.1 Fully resource and strengthen our proactive learner development model throughout the learner life cycle with emphasis on work-based and civic-engaged learning activities, transfer, and career options.								None Submitted		
2.1.2 Identify barriers within the institutional culture and promote internal, cross-functional teamwork to eliminate barriers and provide a collaborative,										
2.1.2	Student Affairs and Student Services	7/1/2024	6/30/2025	Student Life Office will ensure that every credit and non-credit student that requests one, will receive a photo student ID in a timely manner. This includes both regular student IDs and clinical IDs.	None	<i>Measurable Outcome Status:</i> Student Life hired two PT employees to assist with ID creation which significantly reduced the turnaround time for students. Institutes AI software to assist in ID process. <i>Original Measurable Outcome:</i> The Student Life Office will promote the benefits of a photo student ID and process them within 1-week of request submission.	4350	Zelesky	In Progress	<i>Next Steps:</i> Non-credit student IDs are still a TBD project6.
2.1.2	Academic Affairs	7/1/2024	6/30/2025	The Learning Design and Technology team will make progress on the transition from the current Learning Management System (LMS) to a new one, which has yet to be selected.	Learning Design & Technology, and Faculty, Academic Record, Business Office, HR, IR, Admissions, Advising, IT	<i>Measurable Outcome Status:</i> Schedule for Blackboard Ultra Integration and migration in FY 2025. <i>Original Measurable Outcome:</i> Request for proposal drafted and released with results by end of December 2024, LMS Review Committee sent in Fall 2024. Vendor product demonstrations are planned for early spring 2025. Feedback from stakeholders will be gathered and reviewed by all parties involved, leading to a recommendation from the LMS Review Committee. The final decision will be made by the President in the summer or fall of 2025. The implementation and course migration are scheduled for fall 2025.	3000	Gaillat	In Progress	<i>Next Steps:</i> The Blackboard Ultra integration and migration will be completed by December 31, 2026, with ongoing support for faculty and staff provided through May 30, 2027. Faculty have requested that the RFP process be initiated in alignment with the transition to Ultra, in light of the extended contract with Blackboard.
2.1.2	Student Affairs and Student Services	7/1/2024	6/30/2025	Leominster Campus will continue its work with Academic Affairs and Adult Education to provide effective learning spaces to accommodate increased student enrollment and course scheduling to also include the appropriate support services for students.	Academic Affairs Division, Lifelong Learning and Workforce Development Division, Facilities, Enrollment Management Office	<i>Measurable Outcome Status:</i> Student Services, Academic Affairs and Facilities / Admin Services have contracted with a consultant to look at space redesign and configuration that maximizes enrollments and increases student engagement. <i>Original Measurable Outcome:</i> Shifting classroom spaces, transforming faculty prep area into a larger classroom, designing a quiet study space for students. We want to be sure that Leominster students have all the supports needed to be successfully.	7500	Zelesky	In Progress	<i>Next Steps:</i> A consultant will look at space redesign and configuration on Leominster campus that maximizes enrollments and increases student engagement in FY 2026.
2.1.3 Establish a robust early intervention system, using data to offer immediate action to help remediate issues known to impede learner success.										

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2.1.3	Enrollment Management	7/1/2024	6/30/225	The Records Office will create and implement a new process for reviewing students who have left the college prior to receiving a degree using the National Student Clearinghouse StudentTracker service.	Records Office, Admissions Office	<i>Measurable Outcome Status:</i> In-Progress. <i>Original Measurable Outcome:</i> Using this service, we will try to determine if students qualify for a degree or certificate through reverse transfer.	4800	Rosbury-Henne	In Progress	
2.1.4 Continue to build upon the work of the College and Career Alignment Project in designing appropriate pathways for incoming learners, including										
1.2.4	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will implement Course and Event Scheduling policy, process, and software across the institution. Include review of adding evening classes and accelerated classes based on admissions and Institutional Research data sets.	Academic Records, Title III Grant Project Director, Academic Senate, Academic Affairs, Deans, Faculty, Facilities, IT, many units for	<i>Measurable Outcome Status :</i> 1. Policy created. 2. Process of course and event scheduling established. 3. Course Scheduling and Event Scheduling Software implemented: New SaaS reporting tool released to users August 2025.	2100	Horlander	Completed	
Strategic Initiative 2.2 Guide learners through the processes of setting career, academic, and personal goals.										
2.2.1 Infuse career and transfer counseling throughout the learner experience to inform and support individual goals.										
2.2.1	Enrollment Management	7/1/2024	6/30/2025	Academic Coordinators will be involved in the planning of intentional course offerings and schedules since they have first hand knowledge of what students are interested in or need to take for program completion.		<i>Measurable Outcome Status:</i> In Progress <i>Original Measurable Outcome:</i> Coordinators reach out to deans and communicating on needs.	4200	Rosbury-Henne	In Progress	
2.2.2 Offer and broaden dynamic learner life experiences that engage learners in co-curricular and leadership activities.										
2.2.2	Student Affairs and Student Services	7/1/2024	6/30/2025	Student Life Office will provide extensive support to student organizations to aid in their regrowth on campus. This process was begin in FY24.		<i>Measurable Outcome Status:</i> Student Life has redesigned training for student organizations effective August 2025. This includes changes in finances and in student government involvement in student organizations.	4350	Zelesky	Completed	
2.2.2	Student Affairs and Student Services	7/1/2024	6/30/2025	The Student Life Office will create and execute engaging programming for ALL MWCC campuses that appeal to students from all demographics. This will include speakers, performers, leadership training, activities and more both in person and virtual.	Project Manager of New Student Welcome, IR, CATS	<i>Measurable Outcome Status:</i> Student Life continues to offer robust programming and will continue to collaborate with other areas to ensure that this programming represents our student population <i>Original Measurable Outcome:</i> The Student Life Office will hold at least one "event" per week during the fall and spring semesters designed to support our diverse and changing student population using data shared by Institutional Research.	4300	Zelesky	In Progress	<i>Next Steps:</i> Student Services is leading a campus-wide effort to create a shared/universal programming calendar to increase awareness, decrease conflicts, and encourage collaboration in FY 2026.

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
2.2.3 Provide robust career development that supports learner networking through job panels, job fairs, and career readiness workshops.								None Submitted		
2.2.4 Intensify professional and faculty advising programs to reinforce learners' transfer aspirations.								None Submitted		
2.2.5 Create and expand curriculum-based internships, cooperative education, volunteer opportunities, service learning, civic engagement, and other										
2.2.5	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will provide professional development (PD) opportunities for faculty to workshop integrating co-op and service learning into the curriculum as aligned to the Title III grant.	HR, Office of Resource and Strategic Development	<i>Measurable Outcome Status:</i> The first Work Based Experience Faculty institute has been completed and the faculty involved are continuing the process of curriculum revamping.	3000	Gaillat	Completed	
2.2.5	Academic Affairs	7/1/2024	6/30/2025	The School of Liberal Arts, Social Sciences and Education will facilitate a joint department meeting to outline and discuss exploring a collaboration between programs such as CJU/LAW and HST department faculty to create synergy and curriculum in response to the social justice movement and criminal justice reform.	School of Liberal Arts, Social Sciences and Education CJU, LAW and HST Faculty	<i>Measurable Outcome Status:</i> Postponed until FY 2026. <i>Original Measurable Outcome:</i> Facilitate a joint department meeting to outline and discuss opportunity and determine next step.	3500	Gaillat	In Progress	<i>Next Steps:</i> This was postponed due to faculty changes in CJU. We will revisit in the 25-26 academic year.
2.2.6 Develop relationships between college faculty and the North Central Massachusetts regional workforce that will inform curriculum alignment and skill development with employer needs.								None Submitted		
Strategic Initiative 2.3 Close gaps in learner opportunity and achievement among learners from communities of color and others from underrepresented populations.										
2.3.1 Complete a deep-dive analysis of 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.										
2.3.1	Student Affairs and Student Services	7/1/2024	6/30/2025	Student Affairs and Student Services Division in collaboration with will work with key campus stakeholders, develop and implement an exit survey that asks students why they have elected to not continue enrollment from semester to semester. The focus will be on identifying areas and supports that students may not be finding at the College. This data becomes increasingly more critical as we welcome MassReconnect and Free Community College students.	Advising, Career and Transfer Office, Thrive Center, Enrollment Management	<i>Measurable Outcome Status:</i> In-Progress. <i>Original Measurable Outcome:</i> Students who do not register or who withdraw from courses will be asked to complete a brief exit survey to better understand their experiences at MWCC - what worked and what did not: Academic Advising has announced that this process is moving forward.	4350	Zelesky	In Progress	

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2.3.1	Enrollment Management	7/1/2024	6/30/2025	The Advising, Career and Transfer Office will conduct a thorough and collaborative review of ACT policies and procedures to determine if we are meeting racial equity goals.	Chief Diversity Officer	<i>Measurable Outcome Status:</i> In-Progress. <i>Original Measurable Outcome:</i> Assessment of ACT policy for meeting racial equity goals will continue.	4550	Rosbury-Henne	In Progress	
2.3.2 Increase scholarship opportunities for learners of color.								None Submitted		
2.3.5 Provide ongoing professional development to all employees and pedagogy methods on access and equity for underserved populations								None Submitted		
2.3.3 Utilize our model early college programs and adult education programs to strategically prioritize opportunities as a means to close attainment gaps.								None Submitted		
2.3.4 Provide ongoing support and mentoring to learners from communities of color, as well as individuals from other underrepresented groups								None Submitted		
2.3.5 Provide ongoing professional development to all employees and pedagogy methods on access and equity for underserved populations								None Submitted		
2.3.6 Design curriculum that addresses and embraces culturally-focused curriculum and dialogue around race, ethnicity, gender and sexuality.								None Submitted		
GOAL 3: EQUITABLE AND INCLUSIVE PEDAGOGY, FACILITATION, AND ACADEMIC PROGRAMMING										
Strategic Initiative 3.1 Implement an academic program that is cohesive, consistent and rigorous across all campuses, divisions, and delivery methods.										
3.1.1 Re-organize all academic programs and courses to be under the auspices of the Division of Academic and Student Affairs, and to be governed by the Academic Senate.								None Submitted		
3.1.2 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								Addressed Elsewhere		
3.1.3 Invest in workforce training and innovative pathway programs to build bridges across the curriculum to new and existing academic programming, and through course mapping.								None Submitted		
3.1.4 Integrate co-curricular programming, service learning and civic engagement opportunities, and relevant support services into academic courses and										
3.1.4	Academic Affairs	7/1/2024	6/30/2025	The Automotive Technology Program will offer light automotive repairs at cost for MWCC students in need.	Student Services, Automotive Technician Program	<i>Measurable Outcome Status :</i> The AUT department has serviced 290 vehicles for the 24-25 academic year. Next steps include 1) streamline operational workflow, 2) Revise the vehicle work release form, 3) Evaluate and implement industry-relevant software to enhance efficiency and simulate real-world experience.	3600/4500	Gaillat	Completed	
3.1.4	Academic Affairs	7/1/2024	6/30/2025	The Library/Collaborative Learning Commons will develop and elaborate the library instruction and research consultation program that will be integrated into the curriculum with faculty.	Library/Collaborative Learning commons, academic departments (ENG)	<i>Measurable Outcome Status:</i> Completed: Hired September 2024 an Electronic Resources, Instruction, and Research Librarian.	3200	Gaillat	Completed	

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
3.1.5 Improve multi-modal learning opportunities for student and faculty engagement, and for technology integration.										
3.1.5	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs will obtain final MCCC approval for course design and development process and implement process for new courses offered; expand number of online courses offer (complementing F2F offerings in G and L).	OLC	<i>Measurable Outcome Status:</i> The Online Learning Committee was unable to complete its charge, and meetings have since been put on hold. As a result, the tools and resources developed by the Director of Learning Design and Technology were not formally adopted and have, therefore, not been implemented institutionally. However, individualized faculty support has continued, grounded in best practices and aligned with the Quality Matters Rubric. Recommendations are regularly provided to promote student success and encourage a student-centered approach, though these efforts occur primarily through one-on-one consultations rather than through a coordinated institutional framework. Additional resources to support online teaching are developed and shared with faculty engaged in online instruction at their request and are made available to all faculty who may wish to incorporate them into their courses. The efforts to ensure accessibility are also applied to course design recommendations and to meet federal and state requirements and deadlines. <i>Original Measurable Outcome:</i> The process for course design, development and implementation is being developed and we expect completion and deployment by the end of the Fall 2024 term.	3000	Gaillat	In Progress	<i>Next Steps:</i> To determine next steps on obtaining final MCCC approval for an institutional framework for course design and development process based on this update. Continue to provide individualized faculty support has continued, grounded in best practices and aligned with the Quality Matters Rubric. Continue to provide recommendations to promote student success and encourage a student-centered approach, though these efforts occur primarily through one-on-one consultations rather than through a coordinated institutional framework. Continue to provide additional resources to support online teaching are developed and shared with faculty engaged in online instruction at their request and are made available to all faculty who may wish to incorporate them into their courses. The efforts to ensure accessibility will also applied to course design recommendations and to meet federal and state requirements and deadlines.
3.1.6 Modernize the integration of technology on campus and virtually, providing infrastructure to support all learners.										
3.1.6	Student Affairs and Student Services	7/1/2024	6/30/2025	Media Services will implement a plan for updating the Media Arts and Technology (MRT) facilities to provide an environment that represents the current technology used in the industry, starting with Control room / Studio B, and also ensuring ADA compatibility and looking at ADA compatibility.	Media Services and Media Arts and Technology Faculty, Facilities Management.	<i>Measurable Outcome Status as of June 30, 2025:</i> New Audio Studio (Audio 6) was completed in Spring 2025. Master Control Room B is currently under construction <i>Original Measurable Outcome:</i> Media Services staff will update Facilities including Control room B.	2350	Zelesky	In Progress	<i>Next Steps:</i> ADA access to Studios A and B are still TBD.
3.1.7 Develop and operationalize a systematic curriculum review process of existing credit and non-credit academic programs and workforce trainings										

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3.1.7	Academic Affairs	7/1/2024	6/30/2025	The Office of Assessment in collaboration with the Ad Hoc Assessment Committee Faculty and Deans, will implement the Academic Assessment Plan, starting with Professional Development for chairs and activation of the plan by June 2025.	Deans and Departments and Ad Hoc ISLO committee	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> The ad hoc ISLO committee will have at least 1 session with the college community by June 2025.	2500	Gaillat	Abandoned	<i>Reason for Abandonment:</i> The Director of Assessment left, so there was no way to have the workshops.
Strategic Initiative 3.2 Develop and implement an assessment plan at the institutional, program and course levels that is focused on the achievement of student learning outcomes.										
3.2.1 Create and implement a process to assess the Institutional Student Learning Outcomes (ISLOs).								None Submitted		
3.2.2 Integrate ISLOS across all academic programs.								None Submitted		
3.2.3 Develop or refine Program Student Learning Outcomes (PSLOs) and a process for their assessment.										
3.2.3	Academic Affairs	7/1/2024	6/30/2025	School of Nursing will explore and implement strategies to increase AD NCLEX pass rates in response to the MBORN required follow-up related to program metrics and licensure.	School of Nursing	<i>Measurable Outcome Status:</i> Root cause analysis into possible causes of lowered pass rate completed. Strategies to help remedy to follow.	3150	Gaillat	Completed	
3.2.4 Align Course Student Learning Outcomes (CSLOs) with PSLOs.								None Submitted		
Strategic Initiative 3.3 Implement a professional development plan for faculty and staff that addresses their needs, promotes best practices pedagogy for learning design, and supports collaboration between the curriculum and co-curriculum.										
3.3.1 Identify, support and encourage continuing professional development for faculty and staff.								Addressed		
3.3.2 Develop a transparent and well-defined process for employees to access for the requisition and support of professional development.										
3.3.2	Human Resources and Payroll, Affirmative Action	7/1/2024	6/30/2025	Human Resources, Payroll and Affirmative Action will collaborate with senior leadership to assess and revise as deemed necessary the role of the professional development committee and the current processes for seeking funds to support individual employee requests for professional development.	Finance and Administration Division	<i>Measurable Outcome Status:</i> Carrying over to FY26 as new initiative due to limited funding and turnover of key personnel in the Finance and Administration Division. <i>Original Measurable Outcome:</i> A consolidated process flow map to access financing for individual professional development endeavors; Academic Affairs to confer with new CFO and Academic Senate to establish/finalize updated process.	2400	Sennett	In Progress	<i>Next Steps:</i> Carrying over to FY26.
3.3.3 Grow and build a robust lifelong learning culture through in-house professional development opportunities for faculty and staff by launching a Teaching and Learning Center, to include intentional opportunities for collaboration among all faculty and staff, offered at a variety of times, and								None Submitted		
Strategic Initiative 3.4: Create 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 21st century.										
3.4.1 Evaluate 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.										

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
3.4.1	Student Affairs and Student Services	7/1/2024	6/30/2025	Media Services will: 1. Assess the current state of technology in the classroom. What technology is currently being used? What is outdated or in need of repair? What new technology would be beneficial for students and faculty? 2. Develop a plan for updating the technology. This plan should include a timeline for implementation, a budget, and a list of the specific technology that will be updated.3. Ensure that the new technology is ADA compliant. This means that it must be accessible to students and faculty with disabilities. 4. Provide training on the new technology. This training should be provided to both students and faculty so that they can use the new technology effectively.5. Evaluate the effectiveness of the new technology. Once the new technology has been implemented, it is important to evaluate its effectiveness. This can be done by collecting feedback from students and faculty, and by observing how the technology is being used in the classroom.	Media Services, Academic Senate, Academic Environment Technology Committee, Media Arts and Technology Faculty	<i>Measurable Outcome Status:</i> Media Services has continued to upgrade classroom and building technology. <i>Original Measurable Outcome:</i> Media Services staff will continue to update Classroom Technology and submit a report outlining all action related to the upgrade cycle of Technology in the classrooms.	2350	Zelesky	In Progress	<i>Next Steps:</i> Upcoming abatement project in Gardner will assist in completing necessary upgrades in classrooms.
3.4.2 Create and secure funding for an inspiring learning environments to meet the needs of learners, faculty, and staff that is healthy, safe, engaging, easily navigated, provides flexible configurations, and maximizes learning.										
3.4.2	Academic Affairs	7/1/2024	6/30/2025	The School of Liberal Arts, Social Sciences and Education will replace the aged furniture in Graphic and Interactive Design (GID) lab to promote professional and modern learning environment.	Office of Resource and Strategic Initiative Development and Perkins	<i>Measurable Outcome Status:</i> Desks, chairs, instructor work station, and tables were all replaced. Work completed July 2025. Supported through Perkins grant funding.	3500	Gaillat	Completed	
3.4.3 Redesign and transform the LaChance Library physical spaces into a modern community college library that serves the needs of and inspires our students, faculty, and staff, as well as supporting our connections to the larger community.								Addressed Elsewhere		
GOAL 4: REGIONAL and ECONOMIC DEVELOPMENT LEADERSHIP										
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.										
4.1.1 Use data from regional labor market studies, the Central MA Regional Workforce Blueprint, The North Central Massachusetts Chamber of Commerce “One North Central: A Roadmap for Regional Prosperity,” and other workforce sources to develop relevant education and training in credit								None Submitted		
4.1.2 Engage regional business and industry leaders in forecasting their needs to overcome perceived skills gaps among workers and identify new										

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
4.1.2	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	The Department of Workforce Access and Education will complete detailed program overview documents for all training programs within to support non-credit to credit mapping and alignment and Career Pathways model spanning LLL/WFD and Academic Affairs.	Academic Affairs Division	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> 4 internal non-credit to credit articulated programs; The equipment will be procured by CEWD and used by both areas. Work in progress.	7200	Duggan	Abandoned	<i>Reason for Abandonment:</i> This goal had been completed. However, with programming changing, these resources are outdated. This goal will be revisited .
4.1.3 Collaborate on the development of new programs and enhancements to current programs.										
4.1.3	Academic Affairs	7/1/2024	6/30/2025	School of Nursing (Academic Affairs) will expand Nursing pathways via funding grant expanding CNA-LPN Walkway Enrollment in collaboration with K-12 and Workforce Development partners to help develop a more diverse nursing workforce.	School of Nursing, Early College, Workforce Development	<i>Measurable Outcome Status:</i> Transitioned all CNA programs to the School of Nursing by July 1, 2025. <i>Original Measurable Outcome:</i> Align for-credit & non-Credit CNA Curriculum; Recommend continued efforts to collaborate with Workforce Development on this type of event, leveraging data from the Central MA Regional Workforce Blueprint, current Workforce Development non-credit student registrations and the Enrollment Indicator report for credit course work.	3150	Gaillat	In Progress	<i>Next Steps:</i> Work in this area will continue throughout AY 2026-2027
4.1.4 Disseminate information to develop education and training plans for North Central Massachusetts, including K-12 partners, Adult Education programs, college academic and workforce programs, chambers of commerce, and other pertinent institutions and stakeholders								None Submitted		
4.1.5 Identify current and projected education and training needs of employers in North Central Massachusetts.										
4.1.5	Academic Affairs	7/1/2024	6/30/2025	The Division of Academic Affairs in collaboration with the Lifelong Learning and Workforce Development Division will identify current and projected training needs of local employers, such as the Emergency Services Training funds to offer Virtual Reality Training to the area's first responders.	Resource and Strategic Development, Finance and Administration, Lifelong Learning and Workforce Development	<i>Measurable Outcome Status:</i> Transferred to Lifelong Learning Division. <i>Original Measurable Outcome:</i> Receipt of funding for Virtual Reality Training equipment; The equipment will be procured by CEWD and used by both areas. Work in progress.	3000	Gaillat	In Progress	<i>Next Steps:</i> Transferred to Lifelong Learning Division
4.1.6 Explore how the noncredit space can support creative learning design and learner success for academic programs (i.e., online, self-paced FYE, pre-college academy, etc.).								None Submitted		
4.1.7 Develop seamless linkages between our work with business and industry and other strategic college partnerships, such as local school districts,								None		
Strategic Initiative 4.2 Leadership on issues that shape the regional workforce and economic viability.										
4.2.1 Work with institutional, business, and political leaders to develop funding strategies, resources and approaches to meeting training and educational needs.										

Strategic Initiative #	Division	Start Date	End Date	Operational Activity	Collaborator	Measurable Outcome Status as of June 30, 2025	Cost Ctr	LT Member	Activity Status	Reason for Abandonment or Projected Completion Date and Next Steps if Indicated In-Progress
4.2.1	Enrollment Management	7/1/2024	6/30/2025	The Admissions Office will continue to host a recruitment/community event highlighting credit and non-credit opportunities and the need for a skilled and diverse workforce in North Central Massachusetts in the fields of Criminal Justice, Fire Science, Civic Engagement, Paramedic, EMT, Nursing, and Substance Abuse Counseling with a 60% attendance rate for all registered guests.	Workforce Development, Deans and Department Heads	<i>Measurable Outcome Status:</i> Attendance of 60% of all registered guests.; Recommend continued efforts to collaborate with Workforce Development on this type of event, leveraging data from the Central MA Regional Workforce Blueprint, current Workforce Development non-credit student registrations and the Enrollment Indicator report for credit course work.	4200	Rosbury-Henne	Completed	
4.2.2 Facilitate work-based learning, registered apprenticeships and other models that engage learners in career pathways from K-12 through postsecondary study, as well as those involved in workforce training programs such as Adult Education.								None Submitted		
4.2.3 Provide a forum for an Innovative Ideas Group to look for new opportunities for MWCC and the regional workforce.								None Submitted		
4.2.4 Be a leader and a catalyst of regional efforts to diversity the workforce in North Central Massachusetts.										
OAL 5: INSTITUTIONAL CAPACITY BUILDING for EQUITABLE-DECISION MAKING AND INCLUSIVE ENGAGEMENT										
Strategic Initiative 5.1 Human: Promote employee diversity and professional development that fosters leadership, institutional change and efficiency, and create a positive employee climate that includes open and transparent communication channels.										
5.1.1 Deliberately increase recruitment and retention of diverse employees that are reflective of MWCC’s learner population.										
5.1.1	Human Resources and Payroll, Affirmative Action	7/1/2024	6/30/2025	Human Resources, Payroll and Affirmative Action will establish and publish to all hiring managers affirmative action recruiting goals consistent with the Massachusetts Community College System policy on Affirmative Action, Equal Opportunity and Diversity.	None	<i>Measurable Outcome Status:</i> In progress. Redundance with 1..1.1. <i>Original Measurable Outcome:</i> Affirmative action (AA) recruiting goals tied to a personnel utilization analysis; Utilization analysis completed; contracting to complete AA Plan	2400	Sennett	In Progress	<i>Next Steps:</i> AY 2024 and 2025 data discrepancies from vendor precluded setting numerical goal, but recruiting activities continue to be adjusted to support diversity in hiring. Anticipate data and plan by December 31 2025.
5.1.2 Consistently provide 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.								None Submitted		
5.1.3 Foster a positive employee climate that supports transparent and open communication, values differences, supports a commitment to social responsibility, and builds a strong sense of pride in the MWCC community.								None Submitted		
Strategic Initiative 5.2 Physical and Technological Infrastructure: Invest in physical and technological infrastructure to support current and future programs and campus safety.										
5.2.1 Support current and future programs and learner needs and campus safety via a long-term planning process for facility modification and upgrades,										
5.2..1	Finance and Administration	7/1/2024	6/30/2025	The Facilities Management Office will work with MWCC's House Doctor to replace non-ADA compliant door handles throughout the Gardner campus. Also upgrading Doors to align with the States Decarbonization plan with Fair Share money.	Fox, Bolden and Facilities Members	<i>Measurable Outcome Status:</i> The door replacement project was completed on June 30, 2025 along with 46 door handles were upgraded to ADA complaint handles and 2 bathrooms had ADA accessible door openers installed.	2200	Bry	Completed	

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5.2.1	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will continue to complete Campus IT Banner Transformation by working to improve Banner ecosystem products to streamline efficiency or provide new functionality by: 1. Provide option to print to PDF from Banner 9 Administration system. 2. Implement Banner Security Roles per job function files and logs for security purposes 3. Need method to hide deactivated accounts in DegreeWorks 4. Implement Job Scheduler for Financial Aid, Business Office, Records 5. Provide support with Business Office on new check scanners and data file updates to support these new processes. 6. Move away from Microsoft Access databases used by Business Office that are processes sitting outside of Banner 7. Closeout Nelnet session at the end of the day 8. Redo Bill generation for Student Accounts 9. Implement Journal Entry, Web Requisitions, Budget Development, and Budget Query in Banner Self Service 10 for all cost center managers and staff that process IPRs today.	Admissions, Academic Records, Student Financial Services, Business Office	<i>Measurable Outcome Status:</i> Many items were not completed, will be focusing on the Business Office items in FY26. The following items were completed: 5) Provided support with Business Office on new check scanners and data file updates to support these new processes. AND # 7: Closed out Nelnet session at the end of the day. <i>Original Measurable Outcome:</i> Will be focusing on the Business Office items in FY25	2100	Horlander	In Progress	<i>Next Steps:</i> 1. On Hold, 2. On Hold, 3. On Hold, 4. Implemented for Financial Aid, 6. In-Process with Banner Finance Re-implementation, 8. On Hold, 9. On-Hold until Banner finance re-implementation is complete
5.2.1	Information Technologies	7/1/2024	6/30/2025	The Division of Information Technology Services will re-architect the hire/termination process and implement process to automatically deactivate students, faculty, and staff accounts for security and process purpose and consider moving to Tools4Everyone instead of QuickLaunch as well as focus on QuickLaunch deprovisioning first for students and employees.	Human Resources and Affirmative Action,	<i>Measurable Outcome Status:</i> HR is now able to deactivate faculty and staff accounts through an online form. IT is currently deactivating students accounts from 70,000 to 20-25,000 (currently at 39,000), and annual process will be completed in FY27.	2100	Horlander	Completed	

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5.2.1	Finance and Administration	7/1/2024	6/30/2025	The Facilities Management Office will develop a DCAMM 5-year deferred maintenance plan for the Gardner campus and determine internal and external funding resources.	Leadership Team and all information gathered from individual departments, Office of Resource and Strategic Initiative Development	<i>Measurable Outcome Status:</i> Scheduled the Duck Pond removal and Haley Classroom Ceiling in FY 2026 & FY 2027. <i>Original Measurable Outcome:</i> Review capital needs as established by DCAMM and internal needs; The Five year plan is through FY28. Projects for the DCAMM Deferred Maintenance 1) Duck Pond Dam removal; 2)Asbestos Removal in Several Classrooms for facilities and media work needed for classroom updates. Internal funded projects will include Media 6, Carpet replacement in offices and theater, Theater Elevator upgrades.	2200	Bry	In Progress	<i>Next Steps:</i> Duck Pond Dam removal ETA is May 2026. Haley Classroom Ceiling Replacements Phase I ETA May 2026 Phase II August 2026.
5.2.2 Develop a rolling 3 to 5 year plan for addressing deferred maintenance, new capital, and technology needs, with a plan for funding.								None Submitted		
Strategic Initiative 5.3 Capacity Building: Build our capacity to operate efficiently, effectively, and safely to meet the needs of learners and employees.										
5.3.1 Establish structures that regularly review, update, and/or develop comprehensive documented college wide policy, process, and practices for										
5.3.1	Finance and Administration	7/1/2023	6/30/2024	The Finance and Administration Division will work on campus-wide communications and training on finance systems, processes and procedures for all staff and faculty.	All members of the Community in Leadership, Management, Cost Center responsibilities, and those who process Business	<i>Measurable Outcome Status:</i> For FY25 this work was postponed as result of the transition of staff within the Finance department. Focus was on stabilizing the department and hiring new staff members. <i>Original Measurable Outcome:</i> Less reworking and documents coming forward for processing that are not properly done. Adherence to Comm of MA requirements.	2150	Bry	In Progress	<i>Next Steps:</i> Will resume this work in FY26.
5.3.1	Finance and Administration	7/1/2023	6/30/2024	The Finance and Administration Division will work to automate business processes.	Information Technology Services	<i>Measurable Outcome Status:</i> For FY25 this work was postponed as result of the transition of staff within the Finance department. Focus was on stabilizing the department and hiring new staff members. Will resume this work in FY26. <i>Original Measurable Outcome:</i> Time saving efficiencies.	2150	Bry	In Progress	<i>Next Steps:</i> Will resume this work in FY26.

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5.3.1	Finance and Administration	7/1/2023	6/30/2026	The Finance and Administration Division will review documentation of all business systems and processes used across the campuses.	All members of the Community in Leadership, Management, and those who process Business Office Materials	<i>Measurable Outcome Status:</i> For FY25 this work was postponed as result of the transition of staff within the Finance department. Focus was on stabilizing the department and hiring new staff members. Will resume this work in FY26. <i>Original Measurable Outcome:</i> Less reworking and documents coming forward for processing that are not properly done. Adherence to Comm of MA requirements.	2150	Bry	In Progress	<i>Next Steps:</i> Will resume this work in FY26.
5.3.2 Expand readiness activities that mitigate the effects of natural, man-made, and technological disasters and safety concerns.								Addressed Elsewhere		
5.3.3 Develop and administer a plan to foster effective communication channels through the establishment of policies, procedures and systems.								None Submitted		
Strategic Initiative 5.4: Financial: Build institutional financial strength and sustainability through diversified revenue-generating sources and use of transparent financial structures and processes.										
5.4.1 Campus Utilization Plan: Develop and implement a campus utilization plan that maximizes the potential of all campuses, is equitable across										
5.4.1	Finance and Administration	7/1/2024	6/30/2025	Mount Fitness will research local clubs and identify "hot" trends across the fitness industry that represent "underserved" populations.	Fitness Center Staff, Fitness Center Management Staff	<i>Measurable Outcome Status:</i> Research hot trends and identify 2 revenue generating programs to submit to college for consideration.	2800	Bry	Completed	
5.4.1	Finance and Administration	7/1/2024	6/30/2025	The Finance and Administration Division will continue to work with all programs and campuses to explore opportunities to maximize opportunities for revenue generation for the College.	Leadership Team, Deans, Managers, and Supervisors	<i>Measurable Outcome Status:</i> Abandoned-Measurable Outcome Not Met. <i>Original Measurable Outcome:</i> Determine opportunities for revenue generation for the college.	2000	Bry	Abandoned	<i>Reason for Abandonment:</i> With all the transition of staffing within Finance and Administration this was not accomplished. Will strive to complete in FY26..
5.4.2 Budgeting Process: Develop an inclusive process for budget submissions, adjustments, and online, real-time access to data.										
5.4.3 Resource Development: Create and pursue a long-term resource development agenda and respective sustainability plans that align with MWCC's strategic goals, objectives, and initiatives.								Addressed Elsewhere		
5.4.4 Diversify revenue sources to build institutional financial strength and sustainability.										
5.4.4	Lifelong Learning and Workforce Development	7/1/2024	6/30/2025	The Division of Lifelong Learning and Workforce Development will formalize four non-credit to credit articulation agreements across the healthcare and information technology industry sectors.	Academic Affairs Division	<i>Measurable Outcome Status:</i> See goal 1.3.5. Healthcare pathways were bolstered by the transition of the Non-Credit CNA program to Academic Affairs. <i>Original Measurable Outcome:</i> 4 Finalized Non-Credit to Credit Articulation Agreements.	7200	Duggan	In Progress	<i>Next Steps:</i> Other non-credit to credit pathways have been paused while the IT Department has been revamped and rebuilt. Also, the field is awaiting guidance from MACC and the Non-Credit Mobility Academy regarding standardized processes for building non-credit to credit pathways.