

Table of Contents

Table of Contents	i
Institutional Characteristics Form	v
NEASC Subcommittees	xiv
Introduction.....	1
Institutional Overview	3
Standard One: Mission and Purposes.....	8
Description	8
Appraisal	9
Projection	11
Institutional Effectiveness	12
Standard Two: Planning and Evaluation	15
Description	15
Appraisal	17
Projection	18
Institutional Effectiveness	18
Standard Three: Organization and Governance	21
Description	21
Appraisal	24
Projection	25
Institutional Effectiveness	26
Standard Four: The Academic Program.....	30
Description	30
Appraisal	47
Projection	50
Institutional Effectiveness	50
Standard Five: Faculty	57
Description	57
Appraisal	65
Projection	67
Institutional Effectiveness	67
Standard Six: Students.....	74
Description	74

Appraisal	88
Projection	89
Institutional Effectiveness	89
Standard Seven: Library and Other Information Resources.....	94
Description	94
Appraisal	97
Projection	99
Institutional Effectiveness.....	99
Standard Eight: Physical and Technological Resources	105
Description	105
Appraisal	108
Projection	111
Institutional Effectiveness.....	111
Standard Nine: Financial Resources	114
Description	114
Appraisal	120
Projection	122
Institutional Effectiveness	122
Standard Ten: Public Disclosure.....	129
Description	129
Appraisal	131
Projection	132
Institutional Effectiveness	132
Organizational Charts	135
Standard Eleven: Integrity.....	162
Description	162
Appraisal	165
Projection	166
Institutional Effectiveness	167
Appendix.....	169
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES.....	169
MassBay Community College Work Room Contents	196

List of Tables and Figures

Introduction	1
Table 0.1: Data First Forms: General Information.....	6
Standard One: Mission and Purpose	7
Table 1.1: Data First Forms, Standard One: Mission and Purposes	13
Standard Two: Planning and Evaluation	14
Table 2.1: Data First Form, Standard 2: Planning and Evaluation	19
Standard Three: Organization and Governance	20
Table 3.1: Data First Forms, Standard 3: Organization and Governance	27
Table 3.2: Data First Forms, Standard 3: Organization and Governance (Locations and Modalities)	28
Standard Four: The Academic Program	29
Table 4.1: Data First Forms, Standard 4: The Academic Program (Enrollment and Degrees)..	52
Table 4.2: Data First Forms, Standard 4: The Academic Program: Undergraduate Majors	53
Table 4.3: Data First Forms, Standard Four: The Academic Program (Credit Hours by Unit) .	55
Standard Five: Faculty	56
Table 5.1: Data First Forms, Standard 5: Faculty (Rank, Gender, Salary)	69
Table 5.2: Data First Forms, Standard 5: Faculty (Highest Degrees and Teaching Assignments)	70
Table 5.3: Data First Forms, Standard 5: Faculty (Appointments, Tenure, Departures, Retirements)	71
Table 5.4: Data First Forms, Standard 5: Faculty (Faculty by Department).....	72
Standard Six: Students	73
Table 6.1: Unduplicated Headcount Enrollment.....	75
Table 6.2: Unduplicated Annual Enrollment by Fiscal Year	76
Table 6.3: Annual Enrollment by Academic Division (Fiscal Year)	76
Table 6.4: Fall Enrollment by Gender.....	76
Table 6.5: Fall Enrollment by Race	77
Table 6.6: Fall Enrollment by Age	77
Table 6.7: MassBay Student Clubs	84
Table 6.8: Data First Forms, Standard 6: Students (Admissions)	90
Table 6.9: Data First Forms, Standard 6: Students (Enrollment).....	91

Table 6.10: Data First Forms, Standard 6: Students (Financial Aid, Debt, Developmental Courses)	92
Standard Seven: Library and Other Information Resources.....	93
Table 7.1: Summary of Library Budget	94
Table 7.2: Collection Profile	95
Table 7.3: Library Circulation.....	95
Table 7.4: Data First Forms, Standard 7: Library and Other Information Resources (Library)	101
Table 7.5: Data First Forms, Standard 7: Library and Other Information Resources (Information Technology)	103
Standard Eight: Physical and Technological Resources	104
Table 8.1: Data First Forms, Standard 8: Physical and Technological Resources.....	112
Standard Nine: Financial Resources	113
Figure 9.1: Revenue Sources.....	115
Table 9.1: Educational/General Expenditures by IPEDS category.....	116
Figure 9.2: Foundation Educational Student Assistance.....	120
Table 9.2: Data First Forms, Standard 9: Financial Resources (Financial Position/Net Assets)	124
Table 9.3: Data First Forms, Standard 9: Financial Resources (Revenues/Expenses)	125
Table 9.4: Data First Forms, Standard 9: Financial Resources (Debt)	126
Table 9.5: Data First Forms, Standard 9: Financial Resources (Supplemental Data).....	127
Standard Ten: Public Disclosure	128
Table 10.1: Data First Forms, Standard 10: Public Disclosure	133
Standard Eleven: Integrity.....	161
Table 11.1: Data First Form, Standard Eleven: Integrity	168

Institutional Characteristics Form

Date : 1/29/2015

1. Corporate name of institution: Massachusetts Bay Community College
2. Date institution was chartered or authorized: February, 1961
3. Date institution enrolled first students in degree programs:1961
4. Date institution awarded first degrees:1963
5. Type of control:

Public <input checked="" type="checkbox"/> State <input type="checkbox"/> City <input type="checkbox"/> Other (Specify) _____	Private <input type="checkbox"/> Independent, not-for-profit <input type="checkbox"/> Religious Group (Name of Church) _____ <input type="checkbox"/> Proprietary <input type="checkbox"/> Other: (Specify) _____
---	--
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts General Laws, Chapter 15A, Massachusetts Board of Higher Education: AA & AS
7. Level of postsecondary offering (check all that apply)

<input checked="" type="checkbox"/> Less than one year of work <input checked="" type="checkbox"/> At least one but less than two years <input checked="" type="checkbox"/> Diploma or certificate programs of at least two but less than four years <input checked="" type="checkbox"/> Associate degree granting program of at least two years <input type="checkbox"/> Four- or five-year baccalaureate	<input type="checkbox"/> First professional degree <input type="checkbox"/> Master's and/or work beyond the first professional degree <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) <input type="checkbox"/> A doctor of philosophy or equivalent degree <input type="checkbox"/> Other doctoral programs _____ <input type="checkbox"/> Other (Specify) _____
--	---

8. Type of undergraduate programs (check all that apply)

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

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

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

- a) Undergraduate 12 credit hours
- b) Graduate credit hours
- c) Professional credit hours

11. Student population:

- a) Degree-seeking students: 4480

	Undergraduate	Graduate	Total
Full-time student headcount	1805	N/A	1805
Part-time student headcount	2675	N/A	2675
FTE	2873	N/A	2873

- b) Number of students (headcount) in non-credit, short-term courses: 231

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

Program	Agency	Accredited Since	Last Reviewed	Next Review
<i>Associate Degree Nursing</i>	State: Massachusetts Board of Registration in Nursing (BORN); National: Accreditation Commission for Education in Nursing (ACEN)	ADN 1991 by the NLNAC, which is now called ACEN	BORN: Continued Full Approval Letter received March 14, 2014 ACEN: Continuing Conditional Accreditation dated March 27, 2013	Pending a follow up report by February 2015. If accepted, the next site visit will be in 2020
<i>Practical Nursing</i>	Massachusetts Board of Registration in Nursing (BORN)		BORN Site visit in 2010; continued Approval	Annual Review
<i>Nurse Assistant Training</i>	Massachusetts Department of Public Health	Approved since January 2012	On-site Review held January 30, 2012; Approved	Bi-annual Review
<i>Automotive Technology</i>	National Automotive Technician Education Foundation (NATEF)	Toyota: 1989 BMW: 2013 Chrysler: 2000 General Motors: 1999	Toyota: March 2013 BMW: 2013 Chrysler: 2010 General Motors: 2010	Toyota: 2018 BMW: 2018 Chrysler: March 2015 General Motors: March 2015
<i>Criminal Justice Police Career Incentive Pay Program</i>	Police Career Incentive Pay Program (PCIPP)	2003	December 19, 2011	
<i>Emergency Technical Technician (EMT) & Paramedicine</i>	Paramedicine & EMT – The Massachusetts Department of Public Health, Office of Emergency Medical Services (OEMS); Paramedicine currently seeking National Accreditation by the Committee on Accreditation for Emergency Medical Service Personnel (CoAEMSP)	Emergency Medical Technician initially accredited in 2005 Paramedicine initially accredited in 2005	Paramedicine, May 16, 2014 MA OEMS – EMT program continued Accreditation since June 1, 2014	Paramedicine program – Annually EMT program scheduled for June 1, 2015

Program	Agency	Accredited Since	Last Reviewed	Next Review
<i>Radiologic Technology</i>	The Joint Review Committee on Education in Radiologic Technology (JRCERT)		JRCERT – Fully Accredited; Site visit held September 16, 2011; received 8 years accreditation	Interim Report submitted 1/30/2015; Self-study and full report due in 2019
<i>Surgical Technology</i>	The Council for Accreditation of Allied Health Education Programs (CAAHEP)	October 2000	ARC/STSA – Continuously accredited since 2000	ACR/STSA – On-site Program Review December 15, 2014
<i>Early Childhood Education</i>	National Association for the Education of Young Children (NAEYC)	August 2008	August 2008	March 2015

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

	Full Degree	50%-99%	FTE
A. In-state Locations			
Framingham	Yes	Yes	659
Ashland	Yes	Yes	71
B. Out-of-state Locations			
Not Applicable			

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

The College has no international locations.

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

Name of Program	Degree Level	% on-line	FTE
Business Administration	Associate in Science	100%	265
General Business	Associate in Science	100%	80
General Studies	Associate in Arts	100%	128
General Studies	Associate in Science	100%	202
Liberal Arts	Associate in Arts	100%	244
Liberal Arts: Psychology/Sociology/Anthropology	Associate in Arts	100%	105
Paralegal Studies	Associate in Science	100%	23
High Tech Sales	Certificate	100%	N/A
Management	Certificate	100%	11
Paralegal Studies	Certificate	100%	3
Computer-Aided Design (CAD) - Hybrid	Certificate	50%	4
Cyber Security – Hybrid	Certificate	50%	3

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

Name of Contractor	Location	Name of program	Degree or Certificate	# of Credits
NONE				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually

includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

All tables are provided below.

19. Record briefly the central elements in the history of the institution:

1961	Massachusetts Bay Community College was chartered by the Commonwealth of Massachusetts
1973	Massachusetts Board of Regional Community Colleges chooses the property of Elizabeth Seton High School in Wellesley Hills for MassBay's permanent campus
1978	The Board of Regents charges the College with the development of a new mission emphasizing program initiatives in advanced technology and the health sciences.
1983	Founding president John F. McKenzie retires Roger A. Van Winkle appointed as MassBay's second President
1990	Framingham Campus opened
1999	Dr. Lindsey Norman appointed as MassBay's third President
2001	MassBay Technology Center was opened in Ashland
2003	MassBay Technology Center expanded
2005	Dr. Carole M. Berotte Joseph appointed as MassBay's fourth President
2006	MassBay Technology Center expanded a second time
2011	Dr. John O'Donnell appointed as MassBay's fifth President

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Pam Richardson	Chair	2011
President/CEO	John O'Donnell	President	2011
Chief Academic Officer	Francesca Purcell	Provost/Chief Academic Officer	2012
Human Resources	Robin Nelson-Bailey	Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer	2008
Chief Financial Officer	Kathleen Kirleis	Vice President for Finance and Administrative Services	2014
Chief Student Services Officer	Stephen Sullivan	Vice President for Enrollment Management, Marketing & Student Services	2013
Planning and Institutional Research	Yves Salomon-Fernandez	Vice President for Strategic Planning, Institutional Effectiveness & Grants Development	2010
Development and Alumni Relations	Mary Shia	Assistant Vice President for Institutional Advancement and Alumni Relations	2013
Chief Information Officer	Michael Lyons	Chief Information Officer	2011

Table of CIHE Actions, Items of Special Attention or Concerns

Date of CIHE Letter	Detailed Actions, Items of Special Attention, Concerns	CIHE Standards Cited for Each Matter	Self-Study Page Number
6/20/2010	The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).	Standard 4: The Academic Program (4.45)	44-46
6/20/2010	The institution offers an array of student services appropriate to its mission and the needs and goals of its students. The Commission recognizes the variations in services that are appropriate at branch campuses, remote instructional locations, and for programs delivered electronically. The Commission also recognizes the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity (6.8).	Standard 6: Students (6.8)	78 - Academic support 79 - Disability 81 - Advising 82 - Career Services & Counseling 83 - Orientation & Sport/Wellness 84 - Student Activities 85/86 - Veterans

<p>10/28/2010</p>	<p>The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles. The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them (3.1).</p>	<p>Standard 3: Organization and Governance (3.10)</p>	<p>Charts, xvi – xli 22 -23</p>
<p>10/28/2010</p>	<p>Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise (3.10).</p>	<p>Standard 3: Organization and Governance (3.10)</p>	<p>23-24</p>
<p>10/28/2012</p>	<p>The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty (4.47).</p>	<p>Standard 4: The Academic Program (4.47)</p>	<p>44-47</p>



NEASC Subcommittees

Standard One: Mission and Purpose

Chitra Javdekar, Dean, Science, Technology, Engineering & Mathematics Division

Nina Keery, Professor, Humanities Division

Yves Salomon-Fernandez, Vice President for Strategic Planning, Institutional Effectiveness & Grants Development, Framingham Campus Executive Officer

Standard Two: Planning and Evaluation

Marina Bograd, Associate Professor, Electronic Technology & Engineering Design

Gary Donato, Adjunct Faculty

Brianne McDonough, Senior Research Analyst

Evan Taylor, Student

Christiane Turnheim, Director of Assessment, Professor, Social Sciences & Professional Studies Division

Standard Three: Organization and Governance

Janis Fonseca, Associate Registrar

Stephen Hartry, Administrative Assistant, Health Sciences Division

Sean McCarthy, Learning Specialist

Meredith Watts, Assistant Professor, Mathematics

Standard Four: Academic Program

Paul Bresnick, Professor, Automotive Technology, Science, Technology, Engineering & Mathematics Division

James Grenier, Instructional Designer and Associate Director the Center for Teaching, Learning and Technology Innovation

Christopher LaBarbera, Dean, Humanities Division

Jessica Smith-Rohrberg, Professor, Biology, Science, Technology, Engineering & Mathematics Division

Bonnie Stevenson, Professor, Anatomy & Physiology, Chair, Health Sciences Division

Matthew Walsh, Associate Professor, Humanities Division

Standard Five: Faculty

Karen Dow, Professor, Radiologic Technology, Chair, Health Sciences Division

Orland Fernandes, Learning Specialist

Nicholas Pavloski, Professor, Automotive Technology, Science, Technology, Engineering & Mathematics Division

Linda Romero, Professor, Social Sciences & Professional Studies Division

Standard Six: Students

Edna Barretoparra, Student
Elizabeth Blumberg, Dean of Students, Counseling, Career Services
Jennifer Jefferson, Director, Academic Achievement Center, Wellesley Hills
Michael Nixon, Coordinator, AYES
Claudia Ortiz, Coordinator, Admissions
Julie Schleicher, Coordinator, Student Life
Nicola Webbe, Student
Richard Williams, Director of First-Year Experience, Student Development

Standard Seven: Library and Other Information

Karen Delorey, Coordinator, Library Services
Edward McGuire, Coordinator, Reading and Writing Center
Timothy Rivard, Director, Learning Services

Standard Eight: Physical and Technological Resources

Jennifer Mullin, Manager, Facilities
Ellen DiMarzo, Assistive Technology Disabilities Specialist
Lynn Hunter, Assistant Provost, Social Sciences, Professional Studies, & eLearning
Michael Lyons, Chief Information Officer

Standard Nine: Financial Resources

Kathleen Kirleis, Vice President, Finance & Administrative Services
Robin Nelson-Bailey, Vice President, Human Resources Division, Labor Relations, Compliance
& Affirmative Action Officer

Standard Ten: Public Disclosure

Charles Furgal, Director of Public Safety
E. Lee Koh, Director, Marketing & Institutional Communications
Wendy Walsh, Web Developer

Standard Eleven: Integrity

Kimberly Pratt, Assistant Director, Human Resources Division
Rebecca Wasdyke, Staff Associate, Health Sciences Division

Introduction

When Massachusetts Bay Community College (MassBay) embarked on the self-study process in August 2013, President John O'Donnell appointed Dr. Yves Salomon-Fernandez, Vice President for Strategic Planning, Institutional Effectiveness & Grants Development, who also serves as the Framingham Campus Executive Officer, to chair the Self-Study Committee. Dr. Francesca Purcell, the College's Chief Academic Officer, was appointed to serve as co-chair. In all, the Committee consisted of 41 members of the MassBay community, across multiple functional areas, organized into the 11 standards for accreditation. A Steering Committee comprised of co-chairs for each standard met monthly during a year-and-a-half period with individual standard meetings held at more frequent intervals.

To organize the developing document into one coherent report, the Committee deemed it necessary to employ the help of a writer/editor. For that function, it called upon Dr. Patricia "Tish" Allen, Professor Emerita of Critical Thinking. The Committee selected Dr. Allen because of her long tenure of over 20 years as a professor at MassBay and because of her service during that time in the faculty union. It was important for the group that Dr. Allen be an integral part of the process from the outset. In this regard, she served as a critical friend with historical knowledge of the College throughout the process.

As the Committee embarked on the self-study process, President O'Donnell charged the group with not simply writing the report but with conducting a comprehensive assessment of the College whose findings could be used to inform changes as we concluded the first year of the implementation of the College's new strategic plan. The process of writing the self-study was intentionally inclusive and collaborative. This has been a defining characteristic of President O'Donnell's tenure given the history of the College. In addition to involving a broad array of stakeholders, we also solicited community input in various forms and at different intervals. As part of the process, the Self-Study Committee created and administered a college-wide survey eight months into the process. We received a response rate of 21%, which was well above our peers who are currently undergoing NEASC accreditation review. The results of the survey were shared with the entire campus. The President and the Cabinet reviewed the findings to make meaning of the open-ended results as well as the quantitative data. We also used the findings to implement changes such as including more faculty and staff input in the design of the College's Professional Day, providing access to a centralized location for administrative documents, providing opportunities for adjunct faculty to be heard, and beginning to develop a plan to ensure their full integration in the life of the College, among other areas.

To further increase the reliability and validity of the interview data collected, several focus group interviews were held at the outset and toward the end of the process at the College's three campuses, which involved full-time and part-time faculty as well as staff. In addition, focus group interviews were held with students across the campuses and with the Student Government Association and Student Trustees separately. These were held at varying times of the day to ensure a cross-section of day and evening faculty, staff, and students. Additionally, online sessions were held via Google Hangouts to accommodate faculty who are only available in the evenings and off-campus.

Another important constituency in the process was the College's Board of Trustees, which was apprised of all NEASC activities and to whom challenges, opportunities, and findings were reported. President O'Donnell and Vice President Salomon-Fernandez updated the Trustees, each quarter, on the College's progress toward completing the self-study. The self-study was also the featured topic of two recent retreats of the Board of Trustees.

Once a solid draft of the report was ready to be submitted to NEASC for feedback, the President requested that the report be made available to the campus community and that a period of campus-wide review be established. We received substantive feedback from faculty and staff, which was incorporated into this final report. Most of this feedback was in the form of critique, which the Committee felt enhanced the validity and candor of the report. As a higher education institution, we prize the ability to accept dissenting opinions and to use that information to strengthen our processes, outcomes, and relationships. Giving everyone an equal voice was intentional on the part of the Steering Committee and reflected the values defined by President O'Donnell's administration, as discussed in the report. Our most recent NEASC reports, the 5-year interim and prior 10-year reports, highlighted the need for MassBay to be more inclusive.

Lastly, we invited external community members to participate in the site visit and look forward to hearing our partners' assessments and perceptions about the College's contributions to the broader community. In all, the NEASC self-study process served as a vehicle for the College to solicit input, assess qualitative experiences and quantitative data, and make improvements across multiple areas of the organization. It also proved that more work remains to be done and we have begun planning and developing metrics for assessing our effectiveness and progress moving ahead. This resulting report encapsulates the collective work of the College and illustrates how MassBay delivers its mission of educational access and quality to the MetroWest region.

Institutional Overview

Chartered by the Commonwealth of Massachusetts in February of 1961, Massachusetts Bay Community College (MassBay) is a comprehensive, open access community college. MassBay's [mission](#) is to *foster educational excellence and student success, prepare students for local and global citizenship, anticipate and respond to the needs of surrounding communities, and contribute to evolving regional economic development*. MassBay provides a student-centered learning environment in which a diverse student body explores, develops, and achieves educational goals. The College also serves many of the economic and social needs of the communities in which it operates, and works to advance business, education, public service, and health care by emphasizing technology and health care programs and offering strong transfer programs in the liberal arts and professional studies.

MassBay's [three locations](#) are conveniently located in the center of the MetroWest region of Massachusetts. The 84-acre Wellesley Hills campus, purchased in 1973, is located 10 miles west of Boston. The Framingham campus, situated on 25 acres near the downtown area, has been leased since 1990 and is home to the Health Sciences Division, the College's Education programs and its Human Services program. The Ashland campus, leased since 2001, is located approximately 4 miles south of the Framingham campus and houses the Automotive Technology programs. The College is also home to Wellesley Symphony Orchestra as the orchestra-in-residence at MassBay.

MassBay serves approximately 8,000 students annually and about 5,300 per semester in-person and online through the 43 associate degree and 37 certificate programs across its academic divisions. Our [service area](#), which includes 27 cities and towns, is home to major corporations across the innovation economy, life sciences, healthcare, and retail industries. The MetroWest region has proven itself to be an economic engine in the state. There are over 18,000 businesses with more than 400,000 employees in the region. One in every 12 jobs in Massachusetts is located in the MetroWest/495 region. Manufacturing is the region's largest employing sector. According to a recent report by the 495 Partnership, 1 in every 10 payroll dollars in the Commonwealth comes from the 495/MetroWest region. In the last two years, the College has significantly increased its engagement with local non-profit, business, and industry partners. These collaborations are explained in detail in various standards of the report.

MassBay is currently led by [Dr. John O'Donnell](#), the College's fifth president. Dr. O'Donnell succeeded Dr. Carole Berotte Joseph in August 2011. President O'Donnell arrived at the College a year after the College's 5-year interim report which also coincided with the end of its last strategic plan. The President's arrival also coincided with the turnover of four members of the Board of Trustees. With new leadership, the College has embarked on a comprehensive quasi-internal audit, which began with the College's finances and subsequently has moved into other areas of the College and to encompassing a comprehensive scan of our service area. As detailed in Standards [2](#) and [9](#), a number of challenges emerged within the first year of Dr. O'Donnell's administration. These were primarily in the areas of finance, data quality and reporting, and academic program assessment. Most of these issues have either been resolved, are being monitored, or have a plan in place to address them.

The current self-study process has provided the College with the opportunity to conduct a comprehensive review across academics, operations, and finance. We have organized our major findings from this process into accomplishments and challenges. Our top five are identified below:

Accomplishments

1. The 2005 NEASC evaluation team's report noted flaws in the College's Faculty Governance system and expressed concern about the relationship between the administration and the faculty and staff, describing "administrative interference with the governance process," and "a perception of 'top down' management style." Since that time, faculty and professional staff have reviewed the governance document yearly and have made some significant changes. The current administration's focus on civility and respect, along with a number of important systematic changes has allowed a much more vibrant and productive process to take root. Seventy-four percent of those surveyed as part of this self-study said the overall campus climate had improved over the past three years.
2. The financial challenges the College has faced have been staggering, however it is now moving from financial stability to financial strength. The new approach to budget planning which ties budget to the College mission is sound and working. The College's establishment of the ad hoc Financial Efficiencies Committee has been a positive step. The Committee reviews all budgets to identify areas where economies of scale can be realized and to centralize purchasing. The most recent management letter received by MassBay notes a number of improvements and important initiatives undertaken by the College.
3. The College's advocacy for a downtown, urban Framingham campus has increased the interest of Framingham's business community and strengthened the College's relationship with external stakeholders. The resulting allocation by the state to build the new campus is a recognition of the positive changes that have occurred at MassBay.
4. MassBay has made strides in systematizing and communicating the goals of its curriculum through the development of course content summaries across multiple sections of the same course. These summaries serve as guides for faculty and students on course objectives, learning outcomes, expectations, and assessment tools for each course. Over 60 courses had been reviewed using the course content summaries. The [Center for Teaching, Learning and Technology Innovation](#) works to sustain these endeavors by supporting faculty with course redesign, pedagogical training, faculty-to-faculty collaborations, and serving adjunct faculty online and during evening hours.
5. A major investment in the campuses' technological infrastructure and an upgrade to the College's PeopleSoft system has been implemented in the last two years. The system has improved operations, accuracy, and business processes in the areas of student information system, human resources, student financial aid, and finance and administration.

Challenges

1. Enrollment continues to be a key challenge as MassBay presently does not have a strategic enrollment management plan or a retention plan. Low headcounts and full-time equivalent enrollments have implications for the mission and finances of the College. Several obstacles exist in this regard: a) effective outreach, communications, and strategy for enrolling traditional high school students and adult learners through non-profit and employer relations; b) development of new academic programs tied to jobs with high projected growth rates; c) strategic and measurable development of stackable pathways; d) a student engagement and retention plan that addresses the heterogeneity of the community college population and effectively supports our range of students throughout the semester; and e) capacity for online students to enroll remotely without having to come to campus.
2. Staffing for student services during weekend and evening hours is limited and fluctuates based on grants funding. Library services and the Academic Achievement Center are also strongly affected by grant availability. Given the range of needs of community college students, these services are critical to student success.
3. Adjunct faculty are not integrated fully into the life of the College. While some efforts have been made in this regard, a comprehensive plan is needed to give voice, develop, and integrate adjuncts, who constitute the vast majority of our instructional faculty.
4. The Wellesley campus has suffered from deferred maintenance. The campus currently does not have an air conditioning system. Declining enrollment and consequently revenue from fees limits the College's capacity to supplement state funding with the needed capital to invest in the campus' physical infrastructure.
5. Even as the College reports significant improvement in communications, this continues to be a high priority for the administration and the President. Improved formal mechanisms to solicit feedback from the College community to ensure website content and College publications are targeted, clear, accurate, and useful, and to improve integrity and transparency across the campuses remains a key priority.

Table 0.1: Data First Forms: General Information

"DATA FIRST" FORMS				
GENERAL INFORMATION				
Institution Name:			MassBay Community College	
OPE ID:		?	002171	
				Annual Audit
		?		Certified: Qualified
Financial Results for Year Ending:		?		Yes/No Unqualified
Most Recent Year		?	6/30/14	Yes Unqualified
1 Year Prior			6/30/13	Yes Unqualified
2 Years Prior			6/30/12	Yes Unqualified
Fiscal Year Ends on:			6/30	(month/day)
Budget / Plans				
Current Year			\$ 48,121,552	
Next Year			\$ 50,256,282	
Contact Person:		?	Kathleen Kirleis	
Title:			Vice President for Finance and Administration	
Telephone No:			7812393193	
E-mail address			kkirleis@massbay.edu	

Standard One:

Mission and Purposes

Standard One: Mission and Purposes

Description

In 2012, as part of developing the current strategic plan ([Appendix 1-1](#)), the MassBay community came together to write a new mission, vision, values, and institutional description ([Appendix 1-2](#)). At the core of the current MassBay mission are educational excellence and student success. Through the mission statement, the College establishes itself as a community anchor, anticipating and responding to the needs of its service area to promote regional economic development. Through our vision statement, the College aspires to be a catalyst for transformation beginning with our own students as engaged citizens realizing their dreams and moving our communities forward. Data to support these assertions are included throughout the subsequent chapters of this self-study.

The current MassBay mission and vision were adopted by the College's Board of Trustees in July 2012 and read as follows:

Mission

MassBay Community College fosters educational excellence and student success, prepares students for local and global citizenship, anticipates and responds to the needs of surrounding communities, and contributes to evolving regional economic development.

Vision

MassBay Community College aspires to be a catalyst for transformation – calling for the best in students, preparing them as engaged citizens, and enabling them to realize their dreams.

These statements feature prominently in our catalog, our handbooks, [website](#) and other institutional documents. In addition, they provide the institutional basis for decision-making across all areas of the College and the general principles against which we measure our success as a college. At the time, the College also drafted an institutional description which we did not have previously and it reads as follows.

MassBay is a comprehensive, open-access community college, offering associate degrees and certificate programs. The College is dedicated to student learning and achievement through academically rigorous courses and programs. MassBay provides its diverse student body with a strong foundation in the liberal arts and state-of-the-art career preparation. The College enriches student experience and encourages civic engagement through academic and co-curricular activities, student services, and partnerships with local businesses, civic organizations, and schools.

Following a tumultuous time when various unflattering media articles were written locally, regionally, and nationally about the College, the community felt the need to come together and articulate its values. From the deliberations on this statement, it was important to the faculty and

staff that they put in writing how they want to be treated and how they want to treat each other. Embracing our open access mission, quest for excellence, and addressing prior periods of turmoil, the faculty and staff were steadfast on establishing these as our values: 1) accessibility and affordability; 2) communication; 3) diversity; 4) professional development and, 5) respect. Below are the definitions associated with each value statement.

a. *Accessibility and Affordability*

MassBay is an affordable, open-access public institution, which meets the immediate and long-term needs of diverse students and communities that the College serves.

b. *Communication*

MassBay is committed to a culture of open communication and transparency.

c. *Diversity*

Mass Bay values and pursues diversity and teaches students the importance of inclusion and collaboration in a global context.

d. *Professional Development*

MassBay invests in professional development for faculty and staff to ensure the excellence of its programs and services.

e. *Respect*

MassBay promotes mutual respect and creates a forum for vigorous questioning and debate among faculty, staff, and students.

Appraisal

In January 2012, when the College embarked on developing a new strategic plan, the President insisted that it be done in a collaborative fashion, giving voice and empowering faculty, staff, and students across all three campuses. The process would also kick-off a new, heightened level of engagement for our external stakeholders. The MassBay community came together through whole-day professional development sessions and semi-structured focus group interviews to examine data pertaining to how well the College had fulfilled its mission in the last 10 years. The College community reviewed a key set of metrics and also conducted an environmental scan ([Appendix 1-3](#)) to determine what opportunities existed in the College's service area for MassBay to meet as the College envisions the next five years.

Access and Selected Student Outcomes

In addition to our own mission and strategic plan, as a Massachusetts community college MassBay also embraces and is held accountable for meeting the goals and performance targets that are part of the Commonwealth's [Vision Project](#). The [key state outcomes](#) are broken into seven areas, with the first six pertaining to community colleges. These are: 1) college participation; 2) college completion; 3) student learning; 4) workforce alignment; 5) preparing citizens; 6) elimination of disparities; and 7) research (conducting research that drives economic development. Each year, the Massachusetts Department of Higher Education (DHE) publishes a

record of the performance of each college on key metrics related to the first six outcomes. These data provide MassBay with an important comparative assessment.

Using performance on student success metrics as a proxy for how well MassBay is living its mission, we find that the evidence is positive with room for improvement. Since the introduction of the new community college performance-based funding model ([Appendix 1-4](#)), MassBay has fared well in terms of increased funding based on its overall performance on student outcomes. During the first year of implementation, MassBay received the second highest performance-based allocation ([Appendix 1-5](#)). During the second year, we slipped to the middle of the pack at 7th place among our 15 community college peers. Based on the most current report provided by the DHE ([Appendix 1-6](#)), MassBay's performance across the full range of indicators has also been mixed. For instance, while our fall-to-fall retention rates are on par with our peers, our two-year developmental math and English performance are below the community college averages. We raised our Radiographic Technology licensure pass rates to 100%, exceeding the state average by 13 percentage points, but our nursing licensure rates remain 11 percentage points lower than our peers. In terms of workforce training, our offerings are significantly below the state average.

Diversity

MassBay has excelled in terms of its commitment to diversity as we have seen considerable increases in the college participation rates of African-American (+12%) and Latino students (+6%) on our campuses in the last year. The success of these students, for the most part, is on par with our peer colleges, except for African-Americans whose increase in the last year was +7% compared to the state average of -5%.

Community Responsiveness

With regard to community outreach, in the last two years MassBay has increased the number of non-profit, business, and industry partners from a documented 27 to 143. In October 2013, following a 6-month planning period with our partners, we hosted the College's first MetroWest Opportunity Summit ([Appendix 1-7](#) and [Appendix 1-8](#)). This gathering of over 60 partners brought together regional stakeholders to discuss the workforce talent needs of businesses and strategize with higher education and non-profit partners, including the Workforce Investment Board and One Stop Center representatives, on how to best develop local talent. Among the action items from the group was to convene a K-12 partnership to develop a corollary plan after a similar 6-month planning process.

Projection

PROJECTIONS	
Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ In 2019, MassBay will open a new downtown Framingham campus to resolve the demand for expanded teaching, programmatic, and administrative facilities. 	Board of Trustees, President
<ul style="list-style-type: none"> ▪ As a part of our efforts to make MassBay more inclusive, the College is developing a plan to fully integrate adjuncts into its activities beyond the classroom. The plan will be completed during the summer of 2015 and implemented in 2016. 	President, Provost/Chief Academic Officer, Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer, Assistant Provost, Deans, Full-time and Adjunct Faculty
<ul style="list-style-type: none"> ▪ By the summer of 2015, the College will put in place a strategic collaborative college community plan meant to promote civility and cross-disciplinary interaction among faculty and staff. It will offer increased opportunities for professional development and college-wide engagement. 	Civility and Inclusion Committee, Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer, and Vice President for Strategic Planning, Institutional Effectiveness & Grants Development
<ul style="list-style-type: none"> ▪ By June 2015, MassBay will evolve to a new guidance for its annual budget planning process that aligns projected spending with the mission and strategic plan. The model will be tailored to MassBay’s needs using an integrated planning model. 	Vice President for Strategic Planning, Institutional Effectiveness & Grants Development; Vice President for Finance and Administrative Services

Institutional Effectiveness

The narrative within each of the standards highlights our relative effectiveness across each of the dimensions. While a longer time frame is examined where appropriate, in general, this self-study provides a comprehensive assessment of the College beginning in 2011. This year was chosen because it was a year after the 5-year interim report. It was also the same year that President O'Donnell joined the College. With the then strategic plan ending that year, the College developed a new strategic plan that set a new course for the institution for the years 2012-2017.

Institutional effectiveness is measured relative to local performance metrics as well as the performance metrics employed by the Massachusetts Department of Higher Education. In terms of mission, a key hurdle for the College is increasing access and success rates. In the last five years, the College has experienced mostly negative enrollment growth in both headcount and FTE. Our fall-to-fall retention rate has remained in the low 50% range since 2008. Given this context, increasing community outreach and recruitment activities are critical as are providing student success services using the media and at the times that are most accessible for students. These issues are taken up in further detail in standard six.

With regard to its finances, the College has made significant progress in uncovering and addressing financial vulnerabilities in the last three years, as documented in chapter 9. Furthermore, systems have been put in place for continued monitoring. Despite these challenges, the College has not increased tuition and fees since 2011. This has been intentional in order to keep our college affordable and accessible to students.

Table 1.1: Data First Forms, Standard One: Mission and Purposes

Standard 1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.massbay.edu/Who-We-Are/Mission-Statement.asp	
Mission Statement published	URL	Print Publication
MassBay Community College Catalogue	http://www.massbay.edu/Academics/Course-Catalog.aspx	MassBay Community
MassBay Community College Student Handbook	http://www.massbay.edu/Current-Students/Student-Handbook.as	MassBay Community
3		
4		
Related statements	URL	Print Publication
1		
2		
3		

Standard Two:

Planning and Evaluation

Standard Two: Planning and Evaluation

Description

MassBay's current strategic plan (hereafter the Plan) was approved by the College's [Board of Trustees](#) in July 2012 and runs through 2017. The strategic plan development process lasted nine months. The first phase focused on institutional data collection and review. Through our review of data from the 10 years prior to our undertaking the development of the current strategic plan ([Appendix 2-1](#)), it became evident that across nearly all indicators MassBay's performance was on the low end compared to its community college peers. Despite being situated in one of the largest, most populous primary and secondary service areas, enrollment at MassBay had been flat or declining in terms of both headcount and Full Time Equivalent (FTE) enrollments, non-credit enrollments, and other indicators. Over the prior five years, MassBay experienced an average growth rate of 4.2%, while the community college average for the state was 28%. MassBay's peer institutions, Bunker Hill Community College and Quinsigammond Community College experienced average growth rates of 60% and 52% respectively. In the fall of 2011, enrollment declined by 7% FTEs. These and other trend reports were provided to stakeholders for the second phase of the strategic plan development process.

The second phase focused on involving the internal community and external partners to develop a realistic Plan that had the support of the College's key constituencies. To accomplish this, we used the following forums:

- two whole-college professional days, lasting six hours each;
- four planning sessions with students across our three campuses;
- two planning sessions with alumni, including the College's Alumni Council;
- one planning session with the College's Foundation Board of Trustees;
- two sessions with the College Board of Trustees; and
- two sessions with industry and non-profit members from the service area

In addition to these sessions, the College community had additional opportunities to provide input before the current plan was finalized. The final strategic plan was approved by the Board of Trustees in July 2012. The Plan is broken into six main components: 1) Dynamic Learning Environment; 2) Focused Student Success; 3) Expanded Partnerships; 4) Collaborative College Community; 5) Improved Systems; and 6) Financial Strength. Once a solid draft of the Plan was in place, the President convened the Cabinet and the top-level managers for a series of six operational retreats ([Appendix 2-2](#)). These retreats focused on the following:

Academic plan including academic outreach	E-learning
Enrollment management plan	Marketing strategies
Student success and accountability	

Following the operational retreats, the President formed the ad hoc Access and Success administrative group. The managers who participated in the operational meetings became members of this group that met twice a month to address issues related to enrollment, access, and student success. Issues raised at the meetings were then brought back to the respective unit or

units and with the resolution being brought back to the group. This allowed for a college-wide brainstorm on how to address major issues of concern. Upon the retirement of this ad hoc group, the broad range of issues it raised became the basis for the first annual plan. In addition to the college-wide Plan, sub-unit plans were subsequently developed. These include the Foundation Strategic Plan, the Alumni Engagement Strategic Plan, the Public Safety Strategic Plan, the Strategic Technology Plan ([Appendix 2-3](#)).

Annual Planning

The first annual plan was developed in an iterative process where the Cabinet had a series of mini-retreats and each vice president was asked to bring their respective segments of the discussions back to their teams. The Plan was put together based on the findings of the strategic planning process, the operational meetings, and the themes that emerged from the Access and Success meetings. The first annual plan included 59 initiatives. In the first year of the Plan, each vice president reported on their progress nearly every quarter. These reports were submitted to the President and the Vice President for Strategic Planning, Institutional Effectiveness, and Grants Development.

Annual and periodic reviews were made on the divisional and departmental level, and then brought to the Cabinet level. The process is currently under review, as the College evolves. Beginning this past year, with the addition of the Director of Assessment, the Director focused not only on student and program learning outcomes, but also worked with a range of administrative units including, admissions, registration, advising, and student activities, among others. The Vice President for Strategic Planning, Institutional Effectiveness, and Grants Development works closely with the President to compile all of the information submitted from each vice president into a single document that is then sent to the Board of Trustees.

Due to the large number of initiatives, during the second year of the strategic plan no new initiatives were adopted. Instead, the Cabinet opted to continue making progress on achieving the goals set in the first year. Our assessment of the first annual plan ([Appendix 2-4](#)) was overall positive but highlighted areas of concern. The following were considered initiatives around which the College had made the least progress and where the College was in need of improvement:

- *Strategic Initiative #2:* Recruit, integrate, and retain adjunct faculty and establish academic leadership for all divisions
- *Strategic Initiative #4:* Conduct ongoing outreach to local high schools to increase dual enrollment and college readiness
- *Strategic Initiative #10:* Expand pre-enrollment academic preparation for traditional and non-traditional students
- *Strategic Initiative #14:* Improve access and diversity through flexible programming and targeted recruitment
- *Strategic Initiative #24:* Align student orientation with the diversity of student needs and life complexity

- *Strategic Initiative #31*: Develop, financially support, and institutionalize processes for ensuring high levels of on-going customer care for students
- *Strategic Initiative #52*: Develop a strategic enrollment management plan
- *Strategic Initiative #59*: Develop financial aid outreach plan to support enrollment growth goals

Making Informed Decisions

All institutional research activities come under the Office of Strategic Planning, Institutional Effectiveness, and Grants Development. The Office is headed by a vice president and includes two senior institutional research analysts. The Institutional Research officers systematically gather and provide data to support college-wide and departmental planning and evaluation. Ad hoc reports are also created to inform decision-making and track ongoing trends that are strategic priorities for the College. For example, during the open enrollment period, enrollment data is sent daily to the President and his Cabinet. The Institutional Research Office also supports requests for data to support current grant initiatives. Additionally, the Office also prepares data that are presented to the Board of Trustees as part of the academic program overview series.

Appraisal

The College has made significant improvements in the area of data accuracy, stewarding and access of institutional information, increased capacity for harnessing technology to automate certain functions, and investing in the human capital to ensure ongoing reliability and ease of data extraction. Upon arrival at MassBay, the Vice President for Strategic Planning (then new Dean of Institutional Planning, Research and Assessment) began preparing for multiple audits being called for by external agencies due to non-reporting or reporting of data deemed inaccurate. These included state agencies and the National Student Clearinghouse. Working with a cross-component of data stewards from registration, admissions, bursar, financial aid, and information technology, the President provided funding to hire a consultant to aid in building a new infrastructure for data collection, storage, and reporting. This work continued with the Institutional Research and Information Technology offices working together.

Integration of strategic and annual planning into the budgeting process has evolved, though there is room for further improvement. Nearly two years ago, the College established the Financial Efficiencies Committee that thoroughly reviewed all budgets to identify areas where economies of scale could be realized. As a result, we reinforced the role of the purchasing officer to buy all goods for the College and oversee purchase of services and review contracts centrally. We also consolidated multiple end-of-year student events into two events. In addition, we instituted a Cabinet-review of budgets to ensure alignment with the College's Plan.

Our evolution has not been linear, but it has been responsive to challenges and opportunities that present themselves. With stability in the College's finance office, more integrated planning is needed to move MassBay forward. Planning and assessment of institutional effectiveness in the various student services departments began last year and are still developing.

While the College has multiple strategic sub-plans, no strategic academic plan is currently in place, resulting in a lack of a coherent vision for and concerted effort toward aligning academic programs with targeted liberal arts or workforce careers. Moreover, regular academic program reviews have not been conducted at the College. Five program reviews were undertaken and completed.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ By fall 2016, the College community will have provided input, revision, and ultimately adoption of an integrated planning framework. 	President, Vice President for Strategic Planning, Institutional Effectiveness & Grants Development, and Vice President for Finance and Administrative Services
<ul style="list-style-type: none"> ▪ In spring 2015, the College will begin developing a five-year academic plan. 	President, Vice President for Strategic Planning, Institutional Effectiveness & Grants Development, Provost/Chief Academic Officer, and Deans
<ul style="list-style-type: none"> ▪ Over the next two years, the College will focus on systematic program reviews, learning outcomes, goal setting, and assessment for both faculty and student services personnel. 	Vice President for Strategic Planning, Institutional Effectiveness & Grants Development, Director of Assessment, all college departments

Institutional Effectiveness

Since the last NEASC review, MassBay has adopted a new strategic plan and developed sub-plans in key areas. The College has responded to anticipated and unanticipated issues that have come up, making systemic changes and investing in information technology and personnel to ensure the integrity of systems and aid in providing accurate and reliable data to help make informed decisions.

The College evaluates its effectiveness periodically through the planning process outlined above and is also evaluated independently by the Department of Higher Education using the Vision Project metrics ([Appendix 2-5](#)) as well the state's new Performance funding variables ([Appendix 2-6](#)). These also serve as the basis for the community college performance-based funding formula which relies on three key sets of variables: 1) enrollment, 2) completion, and 3) alignment with workforce need. As reviewed in standard one, on the first year of implementation, the College received the second highest allocation and fell to 7th among a group of 15 community colleges. The administration is confident that we have uncovered all of MassBay's most serious weaknesses and we have plans in place to monitor and assess our on-going effectiveness as we address them to ensure financial strength and student access and success.

Table 2.1: Data First Form, Standard 2: Planning and Evaluation

Standard 2: Planning and Evaluation			
PLANS	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan	?	?	?
Current Strategic Plan	2011	2012-2017	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Who_
Next Strategic Plan	?	?	link to draft, if available
Other institution-wide plans			
Master plan	?	?	?
Academic plan	?		
Financial plan	?		
Technology plan	?		
Enrollment plan	?		
Development plan	?		
<i>(Add rows for additional institution-wide plans, as needed.)</i>			
Plans for major units (e.g., departments, library)			
1	?	?	?
2			
3			
4			
<i>(Add rows for additional plans, as needed.)</i>			
EVALUATION			URL or Folder Number
Academic program review			
Program review system (colleges and departments). System last updated:			?
Program review schedule (e.g., every 5 years)			
Sample program review reports (name of unit or program)			
1. Criminal Justice			?
2. Computer Science			
3. Elementary Education			
<i>(Insert additional rows, as appropriate.)</i>			
System to review other functions and units			
Program review schedule (every X years or URL of schedule)			
Sample program review reports (name of unit or program)			
1. Division of Health Sciences			
2. Division of Humanities			
3. Automotive Technology Programs			
<i>(Insert additional rows, as appropriate.)</i>			
Other significant evaluation reports (Name and URL or Location)			Date
<i>Example: Advising: www.notrealcollege.edu/advising</i>			1995
1			
2			
3			
<i>(Insert additional rows, as appropriate.)</i>			

Standard Three:

**Organization and
Governance**

Standard Three: Organization and Governance

Description

Founded in 1961, Massachusetts Bay Community College is one of fifteen public community colleges in the Commonwealth operating under the jurisdiction of the [Massachusetts Board of Higher Education](#) (BHE). [Chapter 15A](#) of the Massachusetts General Laws (MGL) outlines the governance structure of the college, specifying the coordinating and advocacy function of the BHE, the composition and duties of the College's Board of Trustees, and its delegation of operational authority to the president. The internal organization of the College includes the president, the executive staff, the faculty, professional and administrative staffs, and students. Faculty governance allows faculty and professional staff to discuss issues and policies and communicate recommendations to the president. Student governance is administered through the Student Government Association (SGA).

For several years prior to 2011, MassBay existed in a state of instability that was documented in media outlets that included the Boston Globe, the Boston Herald, and Inside HigherEd. Faculty and professional staff were dissatisfied with the administration and had given votes of no confidence. College governance was floundering and faculty meetings were poorly attended. Local collective bargaining officers claimed harassment from the College's administration and state-wide union officials had stepped in to run the local union and hear grievances. Upon coming to MassBay in 2011, President O'Donnell quickly perceived that a major task for his administration would be to build trust and communication in the College community.

The Board of Higher Education (BHE)

The [Massachusetts Board of Higher Education](#) is comprised of a chairman and a commissioner; 10 members from the community, representing university, state and community colleges, and one student member. The BHE establishes goals, policies, procedures, and reporting requirements for all credit bearing programs at state and community colleges. The role of the BHE involves coordination, policy setting, and advocacy for public higher education on behalf of Massachusetts residents. The BHE is the Employer of Record and directs all collective bargaining activities.

The College's Board of Trustees

Each community college within the state higher education system has its own local Board of Trustees ([Appendix 3-1](#)). The by-laws of the Board of MassBay describe the authority, responsibilities, and relationships among the governing board and the constituencies of this institution. The 11-member Board comprised of eight gubernatorial appointees who serve a five year term and may be considered for a second five-year term; one alumnus/a elected by the MassBay [Alumni Council](#) who serves a five-year term and may be considered for a second five year term; and one full-time student who is elected by the student body to serve a one-year term. The President serves as secretary to the Board, but is not a voting member. The current Board includes a diverse group of men and women from public, non-profit, academic and private industry sectors.

Since 2011, a number of organizational and procedural changes have affected the Board. First, former Governor Deval Patrick changed the nomination process to occur through the creation of the Public Education Nominating Council (PENC). Under this new model all nominees are first vetted by the Board and then two names are submitted to the PENC for a second vetting before being sent to the Governor. Secondly, in section 30 of the Governor's Fiscal Year 2013 budget, entitled "Community College Reform," the legislature gave the Governor the authority to appoint the chair of the Board. The rationale was that this would ensure that the college's strategic plan meshes with that of the state.

Meetings of the Board, currently held 10 times a year, are open to the public. In addition, members also serve on standing subcommittees for Personnel, Finance and Audit and the Presidential Evaluation. The Board carries out its fiscal responsibilities primarily through its Finance, Compliance, Personnel and Audit Committee ("FCPA"), which is charged with balancing the college's annual budget and approving the annual audit of the college's financial statements. The Board maintains authority over fees, not tuition which is set by the state and attempts to keep increases to a minimum.

In addition to its regular meetings, the Board holds a retreat twice a year and has sought the assistance of the [Association of Community College Trustees](#) (ACCT) in facilitating these retreats. Within the last year, the Board hosted a combined retreat with the trustees from North Shore Community College at which the two boards worked with a vice president of ACCT. The Board assesses itself using an evaluation instrument developed based on a tool used by the ACCT. Each member responds anonymously to the questions asked on the survey instrument. The results become the basis for discussion for planning and advancing the Board at its December retreat.

The Board holds the President accountable for the College's performance across the dimensions of the state's new accountability funding model. Recently, the Board evaluated the College's performance relative to the College's performance on the 59 strategic initiatives ([See Standard 2](#)). In its most recent evaluation, the Board noted several areas in which it was pleased with MassBay's progress, while noting a few areas that still need improvement. The Board enthusiastically has supported the President's efforts to get funding for a new campus in downtown Framingham, and it has energetically advocated for a state bond for its construction.

College President

Reporting directly to the Board, as chief executive officer, the President, oversees college operations and directs the executive staff in long-term planning, the daily administration of policies and procedures, and annual assessment of institutional effectiveness. The president is also the College's representative to the community, local and state agencies, state government, and business and industry in the region.

Since joining the College in August 2011, President O'Donnell has encouraged a more positive relationship between faculty and the Board of Trustees. Faculty and staff provide academic program overview and report on their sabbatical work as a regular part of Board meetings. The President has worked to increase civility and collegiality across the campuses and, under his

administration, faculty and staff involvement in Board College governance and collective bargaining matters has increased.

Organizational Structure

The College is divided into the following operating divisions, which comprise the President's Cabinet: 1) finance and administration, 2) academic affairs, 3) enrollment management and student services, 4) human resources, 5) strategic planning/institutional effectiveness/grant development, and 6) institutional advancement and alumni relations. Each division is led by an officer who reports directly to the president. In addition there are four academic divisions: Health Sciences, Humanities, Science, Technology, Engineering, and Mathematics, Social Sciences and Professional Studies.

Faculty Governance

Governance is the process through which faculty and professional staff members make recommendations to the President on college policies and procedures. There are four components of the governance process including academic departments, academic divisions, standing committees, and faculty and professional staff meetings of the voting body. As outlined in the governance bylaws, only full time faculty and professional staff are voting members of the governance process. Administration is represented at all governance meeting but serve as non-voting members. Adjunct faculty and part-time professional staff members are invited to attend, but they are not eligible to vote.

The faculty governance structure includes seven standing committees: Steering Committee (SC); Admissions and Curriculum (A&C); Academic Standards; Calendar and Hours; Community Outreach; Teaching and Learning; and Professional Development. Each standing committee is composed of elected representatives and an alternate from each of the academic divisions and the professional staff, and a non-voting administrator(s) appointed by the president. All governance meetings are public. MassBay teleconferences faculty meetings to facilitate participation in Framingham and Ashland. The Steering Committee forms Ad Hoc committees as needed to address governance review, and short-term concerns. Minutes of meetings are posted in public folders on the Faculty governance BlackBoard Site ([Appendix 3-2](#)).

Faculty governance has a major role in ensuring the integrity of academic programs. MassBay, recognizing its importance, has spent considerable energy in making improvements in faculty governance functionality and efficacy in the last few years. Faculty governance bylaws identify specific steps for approval of all new programs or modifications to existing ones. A majority vote of the faculty at the division level is necessary to forward a proposal to the Steering Committee, which then forwards the proposal to the A&C for review and recommendation. A&C reviews all new program proposals; changes to degree, program, and/or certificate requirements and number of credits awarded. If approved by a majority vote of A&C, items are sent through the Steering Committee to the full faculty for a vote. New courses require department and division approval and are sent to A&C for information.

Governance bylaws require annual review, with responsibility resting with an Ad Hoc Committee for Governance Review, appointed by the Steering Committee. One major change in

Governance during the last two years has been increased participation by faculty and professional staff members in the governance process. Previously, low attendance often meant that initiatives had to be tabled for future meetings and, consequently, the process of changing curriculum was too long and cumbersome. Also, faculty and professional staff members recognized that the definition of quorum for Faculty Meetings needed to be changed. It was formerly 50% plus 1, but this definition had become almost unworkable in the last few years because of extended class scheduling and other College responsibilities. Changing the definition to 40% plus 1 of voting members has allowed for Faculty Meeting to reach quorum consistently and to move greater efficiency and timeliness in moving initiatives forward.

Collective Bargaining

The governance structure of the College is influenced by labor contracts negotiated between the Department of Higher Education and the [Massachusetts Community College Council](#) (MCCC). The MCCC Day Agreement governs issues relative to appointment, reappointment, tenure, workload, evaluation, rank, termination, dismissal, discipline, and resignation. The MCCC contract specifically grants faculty and staff the right to participate in the governance structure and provide the President of MassBay with advice prior to the promulgation of college policy. Membership in the MCCC bargaining unit is open to full-time faculty members, adjunct faculty, full-time unit professional staff, and part-time professional staff.

The local unit of the MCCC is the MassBay Professional Association (MBPA) which has local officers and holds regularly scheduled meetings. The MBPA works with the Human Resources Office and the Executive College Administration to resolve local grievances. Relations between the MBPA and the College Administration have had difficulty but are improving. In the last few years, most issues have been resolved amicably.

Non-confidential classified staff, maintainers, trades people and campus police are represented by a separate collective bargaining agreement and have as their bargaining agent the [Association of Federal, State, County and Municipal Employees](#) (AFSCME).

Management Association Committee on Employee Relations (MACER)

In addition, the MCCC Day and DCE contracts allowed for the establishment of a Management Association Committee on Employee Relations (MACER). These Committees are comprised of three management representatives appointed by the College President, and three unit members appointed by the President of the MCCC Chapter. The MACER Committee discusses and acts on matters of mutual concern to the local DCE unit members and the College that are covered neither by faculty governance nor the collective bargaining agreement.

Appraisal

The Board of Trustees has deepened its connections to MassBay's academic programs. Academic deans and faculty members have presented to the Board regularly on specific programs at the College, which allows the Board to remain apprised of the key undertakings and outcomes across the academic divisions.

Since, in 2011, the President questioned the College’s business model and financial status, the Board has taken a more vigilant role in monitoring the College’s financial practices and provided closer oversight of policies. In addition, the Board has made recommendations for clarity and range of financial reporting to enable the trustees to make sound decisions.

The Board’s and the President’s advocacy for the new downtown Framingham campus has resulted in the allocation of funding for the site acquisition phase of the campus building process.

The 2005 NEASC evaluation team’s report noted flaws in the College’s faculty governance system ([Appendix 3-3](#)). The report also expressed concerns about the relationship between the administration and the faculty and staff, describing “administrative interference with the governance process,” and “a perception of ‘top down’ management style.” In May of 2014, the MassBay NEASC Self-Study Committee developed an anonymous survey as part of the comprehensive evaluation process ([Appendix 3-4](#)). The survey was distributed electronically to all full-time and part-time faculty and staff members and achieved a 21% response rate. Seventy-four percent of those surveyed said the overall campus climate has improved over the past three years, with 20% of those respondents saying it has *significantly* improved. Sixty-three percent believed that the administration had become more receptive to faculty and or staff concerns with 64.5% said the administration was more willing to hear all voices. The President has worked to encourage cooperative ventures that promote the interchange of information and ideas through open forums such as panel discussions and Town Hall Meetings.

While the survey results provide promising and concrete evidence of positive change, adjunct faculty at the College continue to feel that they have limited avenues for being fully engaged in the life of the College. In December, in response to these concerns, the President suggested that a group of adjuncts meet with him to discuss these issues, as it’s important that all college constituents feel that they are valued members of the community.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ In 2015-2017, special emphasis will be placed on enrollment management and strengthening the College’s financial position. 	President, Board of Trustees, and Finance, Compliance, Personnel, and Audit Committee
<ul style="list-style-type: none"> ▪ Beginning in fall 2014, the President will work with the executive staff to address the concerns of adjunct and develop a plan for improved communication. 	President, Cabinet
<ul style="list-style-type: none"> ▪ In spring 2015, the Board of Trustees will undertake and complete a thorough review of its bylaws. 	Board of Trustees
<ul style="list-style-type: none"> ▪ By summer 2015 refinements to financial reporting will be made, including the development of a dashboard of key metrics and performance indicators. 	President, Board of Trustees, and Vice President for Finance and Administrative Services
<ul style="list-style-type: none"> ▪ Through 2017, increase faculty, staff, and student participation in college governance through town hall meetings and formal and informal activities held at all three campus sites. 	President and Vice President for Strategic Planning, Institutional Effectiveness & Grants Development

Institutional Effectiveness

The Bylaws Committee of the Board of Trustees is charged with regular review of the Charter of Council for ensuring that the policies of the Board, its committees, and the college are consistent with the charter; bylaws are reviewed annually and updated as needed.

Local leadership of the College's bargaining units, achievement of quorum and functional meetings, and attendance at governance meetings in the last three years reflect a major evolution of the College. In addition, there have been no negative media articles publicly documenting dysfunction at the College because we have achieved a level of stability, collegiality, and are able to disagree with each other from time to time. Town hall meetings, joint administration, faculty and staff social events reflect a level of collegiality the College has not experienced for a long time.

Table 3.1: Data First Forms, Standard 3: Organization and Governance

Standard 3: Organization and Governance

Please attach to this form:

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

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

Name of the related entity

Massachusetts Department of Higher Education

URL of documentation of relationship

www.mass.edu/system/aboutsystem.asp#community

Governing Board

By-laws

URL

<https://bblearn.massbay.edu/bbcswebdav/institution>

Board members' names and affiliations

www.massbay.edu/Who-We-Are/Board-of-Trustees

Board committees

URL or document name for meeting minutes

?	a. Board of Trustees
	b. Finance, Compliance, Personnel and Audit Cmte
	c. By-Laws Committee
	d. Presidential Evaluation & Compensation Cmte

https://bblearn.massbay.edu/webapps/cmsmain/we
https://bblearn.massbay.edu/webapps/cmsmain/we
https://bblearn.massbay.edu/webapps/cmsmain/we
https://bblearn.massbay.edu/webapps/cmsmain/we

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

URL or document name for meeting minutes

a. President's Cabinet
b. Institutional Review Board
c. Student Governance Association
d. Title III Oversight and Advisory Committee
e. College Governance

www.massbay.edu/President_s_Cabinet/
www.massbay.edu/Who-We-Are/Institutional-Review-Board
www.massbay.edu/sga
www.massbay.edu/Who-We-Are/Title-III/Title-III-Oversight--Advisory--Committees

*Include faculty, staff, and student groups.

Table 3.2: Data First Forms, Standard 3: Organization and Governance (Locations and Modalities)

Standard 3: Organization and Governance (Locations and Modalities)					
Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below) (Insert additional rows as appropriate.)					
<input checked="" type="checkbox"/>		City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/>	Main campus	Wellesley	MA	1/1/1973	
<input checked="" type="checkbox"/>	Other principal campuses	Framingham	MA	1/1/1990	
<input checked="" type="checkbox"/>		Ashland	MA	1/1/2001	
<input checked="" type="checkbox"/>	Branch campuses				
<input checked="" type="checkbox"/>	Other instructional locations				
	Distance Learning, e-learning		Date Initiated		Enrollment*
	First on-line course		1/20/2009		
	First program 50% or more on-line		8/7/2009		
	First program 100% on-line		N/A		
<input checked="" type="checkbox"/>	Distance Learning, other Modality		N/A	Date Initiated	Enrollment*
<input checked="" type="checkbox"/>	Correspondence Education		N/A	Date Initiated	Enrollment*
<input type="checkbox"/>	Low-Residency Program			Date Initiated	Enrollment*
	Program Name		N/A		
Definitions					
Main campus: primary campus, including the principal office of the chief executive officer.					
Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).					
Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.					
Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.					
Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.					
Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.					
Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.					
* Report here the annual unduplicated headcount for the most recently completed year.					

Standard Four:

The Academic Program

Standard Four: The Academic Program

Description

Massachusetts Bay Community College offers a broad set of [associate degree and certificate programs](#) that serve to meet the mission of the College, which is to foster educational excellence and student success, prepare students for local and global citizenship, anticipate and respond to the needs of surrounding communities, and contribute to evolving regional economic development.

The College serves residents in 27 surrounding communities designated as its official service area as well as a significant number of students from the Boston area. The College's 43 associate degree programs include transfer-focused degrees such as the A.A. in Liberal Arts and the A.S. in Life Sciences, which correspond with major fields of study at baccalaureate institutions; career-focused degrees such as the A.S. in Radiologic Technology and the A.S. in Automotive Technology, which lead directly into the workforce; and degrees that may serve both transfer and career purposes such as the A.S. in Criminal Justice and the A.S. in Computer Science. The College's 37 certificate programs are dedicated to providing students with the proficiencies needed to upgrade or change career skills in a relatively short amount of time with most taking approximately two semesters to complete. Given the MetroWest region's workforce needs in especially the information technology and healthcare fields, the College offers a variety of certificates in these areas, many of which can be rolled into associate degree programs to provide students with maximum professional and academic flexibility.

The College's academic programs fall within four academic divisions: Health Sciences, Humanities, Social Sciences & Professional Studies (SSPS), and Science, Technology, Engineering, & Math (STEM). Within these divisions, there are 23 academic departments and areas. The academic divisions are also responsible for non-credit courses which are relevant to their respective disciplinary area in order to foster greater synergy between credit-bearing and non-credit bearing courses.

MassBay has three physical campuses: Wellesley Hills, Framingham, and Ashland. The [Wellesley Hills](#) campus houses the majority of the College's academic programming and includes courses in the humanities, social sciences, and STEM areas. The [Framingham](#) campus houses the health sciences, early childhood education, and human services programs and also offers comprehensive offerings across the curriculum. The [Ashland](#) campus is the site for the College's automotive technology programs. Face-to-face courses are scheduled in the traditional 15-week semesters and also 10-week and 8-week semesters in the fall and spring semesters. The College offers three summer sessions and an accelerated winter session. The College has recently begun to offer evening classes at satellite locations including Medway High School, Maynard High School, and the Natick Community-Senior Center. In addition to its face-to-face course offerings across the three campuses and satellite locations, MassBay offers courses through online and hybrid modalities. The College has experienced sustained growth in online enrollments in recent years, even as overall enrollments have declined. Online and hybrid course enrollments have increased 24% since Fall 2012, from 961 to 1189 in Fall 2014. During the same period Fall online and hybrid course enrollments grew from 17.7% of total headcount enrollment at the College to 22%. The number of full-time faculty who teach online and hybrid

courses at the College has also increased, from 65 in Fall 2012 to 77 currently. All courses are defined by the same description and meet the same requirements regardless of mode of delivery.

Recent History

The success of any academic program's development and continuation rests on positive leadership, strong faculty involvement, and optimally organized structures and sound academic programs. However, prior to President O'Donnell's tenure, the College had six provosts in five years. The faculty governance structure was weak and quorum was often not reached. Adjunct faculty members had little involvement in College life and no voice in College governance. The accreditation of some programs was in jeopardy. A review by the Institutional Research Office of employment data for the last 10 years revealed that new academic programs, introduced at MassBay during that 10 year period, added less than 1% to the College's FTE ([Appendix 4-1](#)).

In the last three years, new academic leadership has been appointed at the provost, assistant provost, and dean levels. Faculty and professional staff members have communicated regularly with the Board of Trustees about their academic programs and sabbaticals. In addition, work is underway to increase adjunct faculty integration and accreditation requirements for accredited programs are being proactively addressed. Additionally, the College has continued to invest in faculty, and hired 10 full-time faculty members over the past 2 years. Faculty and staff are involved in College governance, and the governance structure at MassBay is functional and provides the much-needed academic dialogue and perspective required to assess and create programming opportunities. As part of the campus-wide NEASC survey, faculty also indicated a continuing need for faculty-staff inclusion in governance ([Appendix 4-2](#)). Over the past three years, the vast majority of faculty governance committees regularly met quorum, a marked improvement over former years.

Transfer and Employment

Students who intend to transfer can start their bachelor's degree at MassBay. For example, through our subject area concentrations in areas like business administration, communication, computer science, criminal justice, early childhood education, engineering, mathematics, and psychology/sociology/anthropology, students will find that their major field or concentration is readily offered at our top four-year transfer universities. To foster student transfer opportunities, the College actively participates in the Massachusetts Department of Higher Education's [MassTransfer](#) program, as well as articulation agreements with over 15 private, accredited institutions of higher education. The MassTransfer program, a statewide partnership between the Massachusetts Community Colleges and the State University of Massachusetts system, ensures that students who complete a MassBay associate's degree program with a composite G.P.A. of 2.0 or higher will have guaranteed admission (subject to program availability) into one of our partner programs. MassTransfer eligible programs include a minimum of 60 total credits and inclusion of the MassTransfer Block, a set of core general education courses totaling 34 credits. Furthermore, MassBay has made significant progress in increasing its number of MassTransfer eligible programs by eliminating free electives and by requiring collegiate mathematics in all associate degree programs. Over the last 5 years, each year an average of 39% of MassBay students have transferred to other schools and colleges, with 94% of these students transferring to 4-year senior institutions. The in-state public universities are the biggest draw for students

who transfer. In every year of the last 5, approximately 760 MassBay students have transferred to a University of Massachusetts campus and 500 more have transferred to another Massachusetts state university.

MassBay responds to its community and regional economic needs by offering academic programs that directly lead to career opportunities and that serve the population of Boston's MetroWest region. Through conferences like the MetroWest Opportunity Summit and the Cyber Security Summit, MassBay partners with regional employers to develop curriculum that addresses their needs, leading graduates to gainful employment. For example, newly created Certificate programs in Cyber Security, Technology Support, and Web Development are all intended to meet regional employment needs in information technology. We provide additional opportunities for students planning to change their careers, improve career skills, and/or reintegrate into the workforce, including programs such as Health Sciences and Automotive Technology. Several professional programs have advisory boards that help MassBay provide degree programs and certificates that meet the changing demands of business and industry. The opening of the new downtown Framingham campus will allow the College to expand its workforce development initiatives.

Academic Oversight

The academic oversight of the College's course and program offerings is provided through the collaboration between the faculty and administration. This is seen in faculty governance committees and processes; periodic internal academic program reviews; periodic external accreditation reviews for a selection of programs; and the annual contractual faculty review process. Through these various processes, the College ensures continuous review and improvement toward high-quality and coherent degree and certificate programs.

Proposals for new curriculum and revisions to existing courses and programs are facilitated through the faculty governance process with collaboration from faculty, staff, and administration, and an awareness of the requirements of transfer institutions and of workplace needs and opportunities. New curriculum is introduced and voted upon at the department and division level, and is forwarded by the Steering Committee to the Admissions & Curriculum Committee (A&C) for review. The purpose of the A&C is to periodically re-evaluate existing curricula in light of changes generated by the College community; review all new curricular proposals and return such proposals to the Steering Committee; review and make recommendations concerning student placement and assessment policies; recommend initiatives for discussion at the level of the division or professional staff; and review and make recommendations regarding College publications, distance education, general education initiatives, and evening and weekend programs and course offerings. Once the A&C has approved a curricular change, it is considered and voted on by the full faculty. The Provost/Chief Academic Officer and President have final signatory authority to approve and implement new and revised curriculum changes. Changes in course titles and descriptions are voted on by the department and division and brought to A&C and faculty for information. In the past five years, examples of new curriculum and program revisions have included the adoption of a new cyber security certificate, a new creative writing course, revisions to the introductory history courses, and changes in admissions requirements for the nursing and practical nursing programs.

The charge of the Academic Standards Committee (ASC) is to ensure the quality and integrity of the academic standards and policies at the College and to review and make recommendations in all areas affecting academic standards and practices, including: grading, final examinations, scheduling of classes, transfer policies, program requirements, graduation standards and competencies, and students advising. A recent example of an academic policy taken under consideration and action by the ASC was the discontinuance of the No Credit (“NC”) grade designation. The NC was defined as an internal non-punitive grade assigned by a faculty member if a student had abandoned a course but not officially withdrawn. The NC designation was peculiar to MassBay and was originally the designation indicating the completion of non-credit courses. Subsequently, there was a significant amount of confusion and inconsistency regarding the purpose of the NC designation which was awarded for a multiplicity of reasons and was often confused with the Withdrawal “W” grade. After ongoing discussion and consideration by the ASC, the proposal to discontinue awarding the NC was brought before the full faculty who voted to discontinue the NC effective fall 2013.

The ASC is also evaluating MassBay's requirement that students take at least half of their coursework at the College to graduate with a MassBay credential. The Committee found this policy inconsistent with peer and transfer institutions: specifically, the majority of the 15 community colleges in Massachusetts require that a student take only one-fourth of the coursework at the home institution. In an effort to align with its partner institutions, the College is evaluating a motion to change this policy to, “at least one-fourth of coursework must be taken at the College.”

The Academic Program Review Process is a multi-step evaluation process involving the analysis of the program by its faculty, the collection of persistence and graduation data, the analysis of program effectiveness based on survey data, measurement of student learning outcomes, and the program's evaluation by external experts from the field. Following these steps, faculty writes a response and action plan to move the program forward which is in collaboration with the academic dean and provost. The Academic Program Review Process was recently revitalized with the Accounting, Communication, General Studies, Life Sciences, and Psychology/Sociology/Anthropology programs having completed the process in spring 2014. One example of enhancing student completion as a result of program review was the A.A. Communication program's decision to include a required collegiate mathematics course and reduce its program load from 65-66 to 62-63 credits.

A significant number of academic programs require periodic external reviews through national accrediting bodies or regulatory agencies. These programs include early childhood education, nursing, EMT/paramedicine, radiologic technology, and surgical technology. A full list of programs and external accreditations and approvals is located in the [College Catalog](#) on pages 10-11. Currently, all of MassBay's programs are in good academic standing with external agencies. The recently introduced changes introduced for the development of new academic programs will enhance the viability of the College's offerings.

Faculty Review

New full-time faculty are selected through search committees comprised of faculty and professional staff, and through these committees new faculty are recommended to

administration. In addition to the professional development activities promoted by the Professional Development Committee, MassBay offers professional development opportunities for its faculty through its Professional Days for full-time and adjunct faculty, and specific departments. A faculty orientation program has also been implemented for all full- and part-time faculty members. ([See Standard 5](#))

Evaluation of faculty is done on a regular schedule in accordance with contractual agreements, and the MCCC contract provides a mechanism for offering performance improvement plans for faculty whose instruction is deemed unsatisfactory. The contractual faculty review process provides a mechanism for internal academic review. As articulated in the Massachusetts Community College Council agreement (MCCC), this process includes student evaluations, classroom materials evaluation, classroom observation evaluation, student advisement evaluation, college service evaluation, and personnel file review for full-time faculty. This process also includes student evaluations, classroom observation, and materials evaluation for adjunct faculty.

Faculty evaluations are conducted once per year for full-time non-tenured faculty, and once every three years for full-time tenured faculty ([Appendix 4-3](#)). The full-time faculty evaluation includes a comprehensive review of student evaluations ([Appendix 4-4](#)), review of classroom materials, review of service to the college, as well as at least one classroom observation ([Appendix 4-5](#)) to assure that the curriculum is appropriate for the course subject matter. Classroom observations are also conducted for adjunct faculty during their first term of teaching at the College. Observations may also be conducted for adjunct faculty at the dean's request, at any time during their teaching. At the beginning of academic semester, academic deans review syllabi for all courses to ensure that course descriptions in syllabi correspond with the College Catalog, course objectives are stated, and that teaching methods, learning resources, and assessment methods are appropriate on the course level.

Students complete course evaluations each fall for full-time faculty, and fall, spring, and summer for adjunct faculty, consistent with the MCCC agreement. Academic deans use student data to ensure the quality and relevance of our current curriculum (for example: student course evaluations, selected surveys, student course completion data, and student enrollment data).

Student Placement

All new students to MassBay seeking a degree or certificate are required by the Massachusetts Department of Higher Education to complete placement testing soon after being accepted to the College. Placement tests determine the English and math classes with which students will begin their academic careers. The computerized Accuplacer exam, which the College uses, is a three-hour test for native English speakers consisting of writing, reading comprehension, and mathematics. In addition, English faculty conduct additional diagnostic writing exercises during the first class to ensure accuracy of the course placement. MassBay also uses the English as a Second Language (ESL) Accuplacer test, which includes sections on writing, reading, and language usage, for placement of students. ESL students taking the Accuplacer test or the ESL Accuplacer test also take the math placement test. MassBay's [Academic Achievement Center](#) offers a variety of free workshops ranging from two hours to a full week to help students prepare for the Accuplacer exam.

MassBay regularly offers developmental coursework for both math and English composition, and the College has recently introduced new delivery modalities to accelerate student progress in developmental education. For example, the Math 1/2/3 developmental sequence provides students with the opportunity to complete as many as three developmental math levels in one semester. Students in this self-paced curriculum partner with a faculty member and a math learning specialist in the classroom who guide them through the fundamental concepts of mathematics and help them to garner college-level quantitative skills ([Appendix 4-6](#))

For students with developmental reading and writing needs, MassBay also offers extensive developmental English, scaffolding to its two levels of English composition. In 2012, the English Department piloted an accelerated English curriculum (EN-101X) that combines developmental English with Freshman Composition in a single-term, 6-credit course in order to accelerate student learning, achieve higher levels of comprehension, and increase college course completion. The course meets for 3 hours of lecture and 3 hours of lab time for each week in the traditional 15-week semester. Accelerated English has become a part of the regular English curriculum, and course completion rates have shown preliminary data of enhanced academic success. This data will continue to be evaluated ([Appendix 4-7](#)).

First-term students who enter MassBay through the Summer and Spring Scholar programs and who test into developmental courses have additional services, provided by a cohort model of developmental curriculum, to support their transition into college-level academic work.

In addition, MassBay regularly offers [English as a Second Language](#) (ESL) courses to assist students in acquiring the requisite skills for college learning. The College offers both College ESL courses that are credit-bearing and are potentially eligible for financial aid, and Community ESL that is non-credit. The College ESL curriculum consists of ESL Levels I-IV, as well as Grammar and Editing I & II, and Listening & Speaking I & II. College ESL students have the opportunity to accelerate their learning through the English Department's exit portfolio. The exit portfolio serves as a post-assessment tool which allows the student to create a writing portfolio to demonstrate learning outcomes, and to gain potential placement in the next higher level English course. Faculty in English utilize a rubric to score student writing and spend two days in a portfolio assessment retreat at the end of each academic term to provide students with this valuable, individualized feedback. The Community ESL program is offered at Beginning, Intermediate, and Advance levels and may be supplemented by courses in pronunciation and preparation for the Test of English as a Foreign Language (TOEFL). MassBay's curriculum consistently sets expectations for student learning that reflect our mission.

In an effort to align MassBay's curriculum with the Commonwealth Honors Program, the statewide honors program for its public higher education system, the College has begun to regularly offer honors courses in English sociology, history, and philosophy. These honors courses provide advanced curricular opportunities for students who enter with the highest assessment scores or records of excellence in prior learning. Students explore challenging topics through inquiry, writing, critical thinking and oral presentation. Furthermore, in the fall of 2014, the College hosted a well-attended Honors Symposium and poster session, and MassBay Honors students will be involved in a larger community of scholars across the Commonwealth at the statewide Honors Conference in spring 2015.

In the event of program changes, students are offered the opportunity to complete program requirements based on the original curriculum at the date of matriculation with a minimum amount of disruption. Students in discontinued programs are enabled to complete their curriculum in a timely manner in the curriculum that they matriculated under, or they may be grandfathered into new programs.

Off-campus Program Requirements and Opportunities

Many academic programs require student participation in off-campus settings to complete internship, clinical, or co-op requirements. For example, in the automotive technology program, all degree and certificate programs are fully NATEF ([National Automotive Technicians Education Foundation](#)) accredited and students in these programs are required to complete both academic coursework and a paid co-op internship with automotive manufacturers such as GM, Toyota, Fiat-Chrysler, and BMW. All students are required to complete the internship during their degree or certificate program, which gives students employment opportunities while active in the program. Almost all students continue to work at their internship locations after graduation/certificate completion. In addition, General Motors Dealer Training and BMW Dealer Training are contract training facilities where industry dealership technicians are brought in for continuing education as required by their respective manufacturers and dealers. Manufacturers team with the college to support and organize these operations. MassBay faculty members directly oversee any programs that require training at external sites.

Within the Health Sciences division, there are currently 82 clinical site locations ([Appendix 4-8](#)) that serve 8 degree and certificate programs within the division. For any program that has an internship, externship, field experience, or clinical component, that experience is initiated with a clinical agreement with the internship site. Once this is established, program clinical coordinators meet with clinical instructors and hospital administrators to review expectations of the academic program. Clinical instructors in health science programs are either hired by the College directly, or are hospital employees with job duties that include working with students. A MassBay faculty clinical coordinator maintains overall oversight of the internship experience through scheduled periodic clinical visits. These visits maintain the clinical relationship, ensuring that students are progressing academically, ensuring programmatic consistency, and addressing any concerns. The clinical instructors in all programs evaluate students on a regular basis.

Agreements with the clinical site articulate that the College maintains full responsibility for the planning and execution of the educational program. The College bears responsibility for assessing the students' academic progress: this includes assuring that students receive proper orientation; assuring that students have mandated health insurance; assuring that students have professional liability coverage; assuring that students have a current immunization record; and, assuring that both students and instructors follow all rules and regulations of the clinic site. The clinic or agencies in these agreements allow the enrolled students to utilize the facilities; provide classroom or conference space; orient students and faculty when at the clinical site; provide first-aid treatment as needed (with costs incurred by the patient); provide direct and indirect supervision; and, permit student and faculty parking on-site. The clinics also provide periodic opportunities to review student progress and any additional concerns. Finally, these agreements clearly outline that Health Sciences students are not employees of the clinic or agency during their clinical experience.

These agreements with clinical sites are renewed annually, and the clinical compliance officer in the Health Sciences division assures that all contracts remain current. The clinical compliance officer accomplishes this goal by maintaining regular contact with a nurse educator at each of the clinical sites, and the division dean reviews all contracts prior to their implementation.

Within the division of Social Sciences and Professional Studies, there are two forms of internship: business internships, and service industry internships. In both internships, students collaborate with faculty and a site supervisor at regional businesses, such as Sheraton Hotels in Waltham, MA. In addition, within the early childhood development program, MassBay faculty members do site visits to observe students in their internship experience at early childhood centers and day care centers. Work is also currently underway to establish an internship experience in history, to provide students with career experience in regional museums, historical societies, and antiquarian societies. In all cases, faculty exercise oversight over the academic rigor of the internship experience pertaining to the award of credit.

In addition, programs like Computer Science and Communication offer students the opportunity for external internships in the workforce. Computer Science has an annual internship “speed-dating” event in which students have the opportunity for rapid-fire interviews with regional employers. Co-ops at industry-approved automotive shops report weekly to the academic program, and automotive faculty do on-site visits of the co-op locations. For our internship programs, faculty members have primary oversight of internships by articulating the academic components in conjunction with the internship site.

Internships require coordination between the faculty member, the location, and the administrative offices that guarantee their academic quality. MassBay faculty members maintain academic oversight of off-campus learning through contracts, communications with the site supervisors, site visits, and formal reports. As the College reviews and develops new programs, MassBay will continue to include career-readiness experiences for our students.

Study abroad programs in the last five years have taken place in San Juan, Puerto Rico; Taipei, Taiwan; Heredia, Costa Rica; Jacmel, Haiti; and Constanta, Romania. Current faculty members create and lead these study abroad courses. Presently, the Humanities Division offers SP-200: Spanish in the Community to bring students into a language and service-learning immersion program over the winter intersession in Costa Rica. MassBay recently revised its academic policies to ensure that these courses meet existing curricular requirements.

Furthermore, the College has begun to offer satellite courses (both for-credit and non-credit) at several regional partners, including the Natick Senior-Community Center; Maynard High School; and, Medway High School. We have also created corporate partnerships for noncredit curriculum, including ESL Workforce Training at Web Industries in Holliston, MA; computer skills training at Wayne J. Griffin, Inc. in Holliston, MA; management and ESL Workforce training for MAB Community (Massachusetts Association for the Blind) in Allston, MA; and a STEM mentoring partnership with Genzyme Corporation in Framingham, MA.

Dual Enrollment

The College offers traditional [dual enrollment](#) courses whereby students from local high schools come to a MassBay campus to take courses. Students must be enrolled in a Massachusetts public secondary school or nonpublic school, including home school; meet all course prerequisites per the policies of the participating campus; be Massachusetts residents; may not have earned a GED or high school diploma; and have a minimum cumulative 3.0 high school GPA or demonstrate potential for academic success. Student enrollments for dual-enrollment courses have totaled 175 over the past three years, with 40 dual-enrollment students in the academic year 2011-2012; 53 students in academic years 2012-2013; and 82 students in the academic year 2013-2014. There are an additional 42 dual-enrollment students enrolled for Fall 2014. MassBay also has piloted satellite course offerings at high schools, which allow the students to earn college credit while still enrolled in high school. Enrollment in the satellite courses has been limited, averaging 5 to 10 students per section. In all cases, courses are taught by MassBay faculty conforming to the College's standards and expectations.

Undergraduate Degree Programs

All associate degree programs at MassBay are designed to give a broad introduction to fields within the liberal arts and sciences, while focusing on transferability to four-year institutions or the development of professional skills and competencies. Descriptions of all programs, including rationale, can be found in program curriculum sheets, which are available online, in the College catalog, and in print at various locations on our campuses. All of MassBay's associate degree programs include at least 20 credits of general education requirements. A list of the degrees and certificates offered by MassBay may be found on pages 24 and 25 of the MassBay Fact Book ([Appendix 4-9](#)).

Curriculum sequences in the academic programs establish solid foundations and provide increasing levels of expertise in the subject area, suitable for transfer and entry-level employment. The 41 associate degrees each have a minimum of 60 credits and have a required or recommended curriculum sequence. These sequences are evidenced in the curriculum sheets. The credits within individual majors vary by program and typically account for between 24 and 61 credit hours; higher credit requirements are typical for automotive technology, engineering, nursing, radiologic technology and other programs with specific technical needs. Recently developed degree and certificate programs have shown MassBay's responsiveness to student and community needs, such as the A.S. in International Business (2013), the Cyber Security Certificate (2013), the High Tech Sales Certificate (2013), the Entrepreneurship Certificate (2014), and the Marketing Certificate (2014), among others.

Students at MassBay are well-equipped with information resources. Librarians develop, access, and modify a dynamic instructional program to assist students with research assignments. Formal library instruction sessions tailored to their specific needs are available to faculty in all disciplines. The College is developing a new program through which a librarian will be embedded into a course and offer varying levels of support depending on the needs of the instructor and the course content. This service will be available for both face-to-face and distance education courses. The library has already completed pilots of this service with a high level of success. ([See Standard 9.](#))

General Education

MassBay's general education curriculum provides a broad base of knowledge critical to the development of an effective citizen. Students are guaranteed exposure to various modes of thinking and experiences that are applicable to their future lives. Our core general education requirements are driven by the College's graduation competencies. Specifically, faculty and staff at Massachusetts Bay Community College support and expect associate degree graduates to be proficient in the following dimensions upon successfully completing their academic program: written and oral communication; quantitative skills; technological/ computer/information science facility; knowledge about the natural world; knowledge about diverse cultures; critical thinking and informed decision-making; and personal, social, and civic responsibility.

Consistent with the College's graduation competencies in written and oral communication, technological/computer/information science facility, and critical thinking and informed decision-making, associate degree programs at the College require the successful completion of Freshman English I, Freshman English II, Computers and Technology, and Critical Thinking. Alternatively, equivalent competencies may be demonstrated through challenge exams, exit portfolios, or explicit demonstration of related competencies throughout a program's curriculum such as in the Associate in Science in Nursing degree.

Further, the majority of our associate degree programs, where appropriate, meet the requirements for the statewide MassTransfer block. MassTransfer is a statewide transfer program that guarantees the full transfer of the 34-credit MassTransfer Block, completed with a minimum GPA (2.0), to any Massachusetts state college and the University of Massachusetts system. The MassTransfer Block includes 6 credits in English Composition; 9 credits in Behavioral & Social Sciences; 9 credits in Humanities & Fine Arts; 7 credits in Natural & Physical Sciences; and 3 credits in 100-level or higher Mathematics.

To offer a balance between general education and specific academic disciplines, the College offers an A.A. and A.S. in General Studies. Through these programs students gain fundamental skills and college experience while exploring academic concentration options. The College provides these students with flexibility to move from one program to another, or to graduate with the foundation, knowledge, and skills of a general college education.

The Major or Concentration

MassBay's majors and concentrations are designed deliberately to provide students the opportunity to master fundamentals in a disciplinary area in order to transfer seamlessly to a four-year institution or to seek entry-level employment. All new programs are created through faculty governance, and the College has recently initiated a program development model that evaluates new programs with regard to career prospects, transfer prospects, resource requirements, and student demand.

Our certificate and technical associate degree programs combine hands-on experience with collegiate curriculum to provide students with workforce skills. Programs in Early Childhood Education, Allied Health and Nursing, and Automotive Technology all have outside national accreditation relevant to the professional field. In review of MassBay's pass rates on national

licensure exams compared to the average of all community colleges: MassBay's pass rate for the Registered Nurse (RN) licensure exam has exceeded the average since 2010 (96% v. 88% in 2010; 92% v. 90% in 2011; 96% v. 89% in 2012; and 88% v. 83% in 2013.) MassBay's pass rate for the Licensed Practice Nurse (LPN) program was lower than the community college average (88% v. 89% in 2009; 90% v. 92% in 2010; 83% v. 90% in 2011; 79% v. 86% in 2012; and 80% v. 91% in 2013. The LPN program has recently instituted new admissions and curriculum requirements to strengthen the program. For the radiography licensure exam, MassBay's pass rates have been both higher and lower compared to those at other community colleges, with 81% in 2008, 94% in 2009, 71% in 2010 and 100% in 2011, compared with 93%, 90%, 89%, and 87% respectively for all community colleges.

MassBay's certificate programs offer the same courses, in many cases, as its associate degree programs, with students in both certificate and associate degree programs often enrolled in the same classes. These certificate programs are often "stackable" to the associate degree. For example, the Technology Support Certificate, the Web Designer Certificate, the Web Developer Certificate, and the Cyber Security Certificates all "stack" into the A.S. Information Technology and Management: Technology Concentration ([Appendix 4-10](#)).

Student enrollment in these stackable certificates continues to be an area of opportunity for the College: While the Web Developer Certificate has average annual enrollments of 10-13 students in recent years, the Web Master and Web Designer certificates have enrolled between 1 and 4 enrollments annually ([Appendix 4-9](#)).

In addition, within the Humanities there is a Communication Certificate that can be applied to the A.A. Liberal Arts: Communication Concentration. The Communication Certificate is currently in departmental review to refine a more career-specific program. Prospects for its evolution include a Public Relations Certificate and a Journalism Certificate, both of which would be "stackable" into the A.A. Communication degree.

Programs ask graduates to demonstrate in-depth knowledge of the concentration area through course completion and various assessments, such as portfolios, capstone projects, presentations/research papers, case studies, conference presentations, and community outreach projects.

Integrity in the Award of Academic Credit

MassBay's associate degree programs are consistent with national standards for credit minimums, with each associate degree having a minimum of 60 total credit hours. Specific credit requirements vary based on the curriculum. For example: the A.S. in Nursing requires 77 credits and is accredited by the Accreditation Commission for Education in Nursing; the A.S. in Automotive Technology requires between 72-79 credits and follows certification requirements from the National Automotive Technicians Education Foundation; the A.A. in Liberal Arts requires 62-63 credits for graduation but does not require discipline-specific external accrediting except as provided by program review.

Credit awards for classes are based on contact hours under the Carnegie credit hour definition. Currently, no credit toward graduation is awarded for pre-collegiate or developmental

curriculum. MassBay recognizes federal regulatory language, defining a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalency that reasonably approximates to not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of MassBay's graduation requirements for associate degree programs currently require that students complete all credit hour requirements and G.P.A. requirements of their program, achieve a cumulative GPA of 2.00 or higher, and complete half of their college credits at MassBay.

The Academic Advising Center at MassBay performs transfer credit evaluations for incoming transfer students. Students must be accepted to the College and have a declared major (degree or certificate program), and submit an official transcript from the registrars of all institutions that were previously attended. MassBay only accepts transfer credit from regionally accredited colleges or universities. In addition, The College accepts military credit from the American Council on Education as it applies to the student's choice of major. Students must have earned a grade of "C" or better in the course(s) for which they are requesting transfer credit. MassBay does not accept Pass/Fail coursework for transfer credit. Students must complete a minimum of 25% of their coursework at MassBay to earn a degree. Transferred Science and Computer Science courses must have been taken within the last five (5) years. The Advising Center makes students aware in its publications and policies that credit that is accepted according to general college policy is not necessarily acceptable for all specific programs of study. This is particularly true in instances where program transfer limits and/or minimum grade requirements are in effect, such as the Health Professions Programs.

All required and elective courses offered at MassBay are described both in print and electronic format through the College Catalog, which is available in hard copy and online. (See College Catalog) As Addenda or curricular changes are made during the academic year, these changes are also published on the College Catalog website. Many required courses are offered in the day, evening, weekends, intersession, and online in order to provide the maximum opportunity for students to complete their program within the published program length. Courses are also sequenced in programs to provide students with the appropriate opportunity to complete the program.

Academic standing policies for students are outlined in the Student Academic Handbook. MassBay also makes available through the College Catalog, electronically and in print, its policies for attendance, grading, grade changes and grade challenges; academic progress, probation, dismissal, and withdrawal from the College; and readmission and appeal. At the end of each term, students below a 2.0 overall GPA are placed on warning, probation or suspension with a provisional appeal to the College Appeals Board. For programs with particular readmission requirements, such as the Health Sciences programs, progression, dismissal, probation, and readmission requirements are published both in print and via the Health Sciences website. Graduation requirements are also published, in print and online, via the College Catalog.

Prior learning assessment is offered at the College through departmental challenge examinations, College Level Examination Program (CLEP) and Advanced Placement (AP) examinations, and DANTES subject test (DSST) examination equivalencies. CLEP and AP credits are regularly reviewed by advising to award credit equivalencies, though the receipt of DSST exams is rare at

the College. In addition, departmental challenge exams continue to be used by a significant number of students: for CT-100 (Critical Thinking), 30 students attempted the challenge exam in Spring 2013, 19 students in Fall 2013, and 34 students in Spring 2014. In addition, for CS-100 (Computer and Technology), 13 students attempted the challenge exam in Spring of 2013, 16 students in Fall of 2013, and 14 students in Spring of 2014.

Over the 2013-2014 academic years, the College expanded its prior learning assessment to update its credit by examination, including acceptance of 11 additional AP exams, 5 additional CLEP exams, as well as 22 of Excelsior College's U. Excel exams. The college also offers credit evaluation of the Joint Services Transcript (JST) through its Office of Veterans' Affairs.

The College is considering various approaches to integrate a more formal portfolio evaluation system and may become an affiliated institution with the Council for Adult and Experiential Learning (CAEL). MassBay is creating its own internal process for credit by portfolio for selected curriculum. The College launched a Credit for Prior Learning website, available at: www.MassBay.edu/cpl.

Expectations for academic honesty are articulated in the Student Handbook's Code of Conduct. Faculty and staff are encouraged to report all cases of alleged academic dishonesty to the appropriate academic dean and the dean of students. The Judicial Process allows for an allegation of academic dishonesty to be filed by the faculty member to the Code of Conduct Officer, the Dean of Students. This process involves an initial meeting with the student with evidence of the alleged academic dishonesty, and provides the student with the option of an administrative outcome or Judicial Board hearing. In order to maintain the academic integrity of student work, the College uses SafeAssign software available through its learning management system, BlackBoard. SafeAssign is an online plagiarism detection service for written work that ensures academic honesty through a similarity report to other submitted writings. In addition, some online and hybrid courses use face-to-face proctored exams as well as exams proctored through the Testing Center to help authenticate the academic work of learners.

MassBay continues to exercise authority and administrative oversight for all academic elements of the courses and programs that the College offers. Course content continues to be created and amended through faculty governance. Recently, MassBay has made significant strides in defining the outcomes at the course and program level through course content summaries and program outcomes.

Retention

MassBay directly admits all of its students through an internal application process and oversees their academic progress throughout their academic careers. At the end of each term, students are evaluated for whether they have achieved the minimum Grade Point Average (GPA) requirement of the College through Satisfactory Academic Progress (SAP) ([Appendix 4-11](#)).

Furthermore, as part of their non-instructional duties, full-time faculty members serve as academic advisors. In addition to advising, the College has developed several retention tools for students. These include the Early Alert system implemented in Fall 2013, the implementation of midterm grading, and Academic Success Coaches for new students implemented in Spring 2013

and continuing through the current term. Based on results of a pilot program, of the 126 students who were flagged by the Early Alert system in its pilot year as requiring intervention, approximately 50% (63 students) ended up either withdrawing from the course/the College: 33% receiving W/WR/WC (42 students) and 17% failing (21 students). Additionally, approximately 42% of that same group (53 students) ended up passing the course for which the Early Alert was issued with a C- or better. The Early Alert system provided the College with an indicator that students who are flagged as requiring intervention early in the semester are at a greater risk of eventual failure and withdrawal. Many of these initiatives were funded by the [Title III Grant](#).

Recently the College implemented a change aimed at improving student retention and success rates. Over the last five years, accounting for graduation, the College has retained an average of 57% of degree-seeking students from fall term to fall term. Faculty and administration analysts determined that students who entered classes later than the first weeks of classes were at greater academic risk of failing. MassBay, therefore, ended the practice of late registration in Fall 2014. Formerly, students were permitted to enroll in classes through the first week of the semester, even if they had missed the class start date. In the Fall 2014, the College implemented a policy to require that students enroll prior to the first class meeting; students who had missed the deadline were referred to the “Fall 2” semester, an academic term with longer class meeting times commencing mid-September. Academic deans, working with faculty in anticipation of the change, doubled the number of Fall 2 course offerings to accommodate these students. The College saw a resulting decline in late registration and a significant increase in the number of Fall 2 enrollments. The College creates and oversees implementation of all of these retention-related initiatives.

Distance Learning

Increasing student interest in hybrid and online programming has led to a growth in the College’s online offerings. ([Appendix 4-13](#)) Initially the College offered only hybrid courses, but recently, MassBay has begun to offer programs entirely online. Over 100 courses are now offered in a distance format (online or hybrid), representing nearly one-third of the College catalog, while 6 degree programs and 3 certificate programs may be completed entirely online. MassBay has made strides in ensuring the quality of its online course offerings by requiring a 15 contact-hour training program for all new online instructors and by including online course observations as a component of the faculty review process. Faculty design online and hybrid curriculum, and instructional designers assist in the creation and revision of courses to provide faculty support. SmarThinking online tutoring is available for students in all courses. Additional information resources include Atomic Learning video tutorials, the recent addition of Films on Demand online streaming video, Anatomy.TV video, and the use of Google Apps services, including Google Docs and Sites.

Distance courses use the same curriculum as face-to-face courses and are taught by MassBay full-time and adjunct faculty. Faculty members adapt face-to-face courses for distance delivery under the direction and support of the Center for Teaching, Learning and Technology Innovation (CTLTI). Each course includes a Distance Education Course Interaction Plan ([Appendix 4-14](#)), which specifies student interactions for successful completion of the course. Faculty members are also required to submit a draft syllabus as part of their deliverables to adapt and teach a distance education course. In order to maintain the academic consistency and high academic

standard in distance learning courses, the science faculty have compiled common lab experiments for adjunct faculty.

Academic deans conduct course observations for distance courses under the terms of the collective bargaining agreement and written procedures established by the College. These instructional observation procedures were created, with substantial input from the Distance Education Committee, to mirror the procedures for face-to-face courses as closely as possible. Every distance course is also evaluated by students each semester, under the terms of the Collective Bargaining Agreement, including items pertaining to the quality of instruction in the course.

MassBay faculty, staff, and students have developed an [online learner preparation website](#) which includes informational resources for students tied to the SmarterMeasure Learning Readiness Indicator. Helpdesk ticketing assistance and live-chat technical support with TechBay engineers are embedded at this site. TechBay is a student-staffed support service overseen by the Office of Information Technology that provides direct on-site and remote support. These resources will augment the College's existing helpdesk support and self-directed training resources in the Student Blackboard Orientation and through Atomic Learning.

MassBay's entire curriculum is driven by the faculty. For courses offered online or off-campus, the College faculty both design and implement the curriculum. Students enrolled in these off-campus classes and distance learning classes communicate with faculty via email, in-person, and telephone and via web conferencing. Full-time faculty members are available via office hours, as outlined in the MCCC requirements.

At the current time, MassBay students confirm their identity via the Registration process which generates a unique student ID, but there is no specific mechanism through which the College verifies the identity of a distance education student during the course aside from faculty who utilize live proctoring (for example, in online Accounting and Mathematics courses). MassBay faculty also evaluate student work in writing assignments and discussion boards are academically authentic through the plagiarism detection software, SafeAssign, and other means of detection (e.g. web searches). MassBay has begun to offer more hybrid courses, which offer the ability to verify academic performance through live proctoring. The assistant provost for eLearning has also begun research into online proctoring services.

Assessment of Student Learning

The College has advanced its goal of providing broad-based assessment of student learning by developing outcomes for MassBay courses, outcomes for MassBay programs, and institutional graduation competencies. The learning outcomes in MassBay curriculum straddle vocational goals and the development of a local and global citizen. Our curriculum further reflects the needs of our students within the context of an open-access institution. Faculty regularly evaluate curriculum to ensure that new and existing programming meets college, state, and accrediting standards. Faculty are also actively involved in the continuing work to assure consistency and quality of student learning outcomes and requirements, as articulated in the College Catalog.

MassBay continues to develop assessment initiatives that measure for consistency in evaluation of student learning and achievement. Syllabi are reviewed each term for consistency by the academic deans in accordance with the requirements of the College Catalog description and MCCC Contract. Course content summaries, which provide learning objectives at the course level, continue to be developed across the departments. The summaries provide the learning outcomes to be applied to multiple sections of the same course; these content summaries are ongoing and have been defined for much of the core liberal arts and sciences curriculum. In addition, uniform mechanisms of assessment have begun to be developed by faculty. (See Assessment of Student Learning section.)

In AY 2013-2014, the academic divisions refined their program outcomes, in order to articulate with greater clarity how each program of study prepares the learner for future study or his or her future career. Program outcomes exist for all degree or certificate programs. These program outcomes are published on the [MassBay website](#).

The College continues to identify methods for including its graduation competencies in each program curriculum. For example, MassBay currently offers a required Critical Thinking course that is a part of the A.A./A.S. curriculum. However, the Nursing Program has eliminated the CT 100 course by requiring students to demonstrate critical thinking proficiency prior to admission through the HESI critical thinking exam section as well as by providing evidence of critical thinking competencies achieved throughout the curriculum.

Furthermore, MassBay is re-examining its college-wide graduation competencies to ensure that graduates possess 21st-century, core success skills. Faculty, in combination with the Director of Assessment, have further defined the graduation competencies to specify what exactly students will be expected to accomplish under each of seven broad learning areas. Faculty teams are working on aligning curriculum with the graduation competencies under Title III initiatives through course design guides. Samples of this ongoing work are available on the Title III Student Success Initiatives - [Resource page](#).

MassBay has also made strides in systematizing and communicating the goals of its curriculum through the development of course content summaries, which include reflective and metacognitive outcomes that should be consistent across multiple sections of the same course. Course content summaries also serve as a guide for faculty for the intended outcomes of each course in the catalog, and furnish students with expectations for the material and content covered in the class. In 2013-2014, the course content summaries were expanded to include more information about teaching and assessing learning outcomes. Specifically, for each outcome, faculty were asked to articulate the activities students would do toward meeting the outcome, how they would assess student progress to the outcome, and how they would evaluate those assessments. By the beginning of the 2014-2015, over 60 courses had been reviewed using the expanded course content summaries with assessment information. These documents will be placed on a Blackboard site for sharing among faculty.

Some academic departments coordinate efforts on standardizing elements of the curriculum. Faculty members in the science department, for instance, have now agreed to have a final anatomy and physiology exam that is partially standardized. Additionally, initiatives in social sciences and professional studies focus on improving student outcomes and engagement. Several

social sciences faculty applied for and received assessment mini-grants to refine outcomes and assessment methods utilizing the AAC&U rubrics. The English Department continues to utilize a standardized writing portfolio: exit assessment to provide evidence of student learning and ongoing assessment of student placement. The department also hosts a day-long portfolio assessment and rubrics development/refinement each semester.

The College relies heavily on integrating both faculty and institutional leadership in the development of these outcomes. Division deans and faculty work collaboratively to define program outcomes, utilizing division meeting time and subcommittees to help achieve this goal. In addition, the College has invested significantly in assessment development by hiring a full-time Director of Assessment to help lead assessment initiatives across the curriculum. The College also hired a Provost Emerita, from a sister community college, to assist divisions in the development of these outcomes.

The College has offered a variety of stipended assessment retreats in obtaining broad participation from faculty in these initiatives. For example, the Annual Assessment Retreat has been held since 2012 with consistently high faculty participation. Further, the 2013 summer retreat at Babson College helped to solidify course content summaries and pursue methods of assessment. Further, the College has recently selected Faculty Assessment Leaders from across the curriculum to work with their colleagues toward developing learning outcomes and creating valid and reliable assessments. The Director of Assessment will also further advance these efforts, to select an organizational tool for student learning and to provide an instructional history of that learning.

The College also continues to provide tools that will aid students in retaining measurable documentation of their learning. For example, the College experimented with Digication electronic portfolio to allow the student to create a history of artifacts of student learning. The College, however, has since decided to retire this product. Some faculty have used Google as an ePortfolio tool for students: in particular, several English faculty members have asked students to create electronic portfolios through Google and have celebrated these portfolios with student-led presentations in its Annual eShowcase. Faculty members are also involved in a Student Learning Outcomes Advisory Group to better enhance assessment of student learning. Over the 2013-2014 academic year, the Student Learning Outcomes Advisory Board was composed of approximately 30 faculty and staff members who met once a month to review assessment and learning outcome related activities. This included reviewing funding proposals from faculty who had developed assessment and outcome related projects. The advisory board also advised on the outcome development process, on the use of assessment related software, and on available professional development opportunities around assessment. An outcome of the monthly review was establishing and further defining the institutional learning outcomes. The advisory board also reviewed assessment mini-grant proposals from individual faculty and faculty teams to further define outcomes on the course and program level. The advisory board awarded approximately 8 mini-grants in the 2013-2014 academic year for outcome development in academic programs.

As part of the overall program for assessment, the College has invited the faculty, including full-time, adjunct, and those teaching online courses, to participate in numerous workshops concerning assessment design during the academic year. The Quality Matters (QM) Course Design Standards Rubric currently integrated into mandatory distance course design training

will, going forward, inform the College's overall assessment programming. Faculty design each of their courses based upon the learning objectives for the course. The Center for Teaching, Learning and Technology Innovation staff, who are certified QM reviewers, are working closely with the Director of Assessment and other members of the administration to help faculty further align learning outcomes assessment with the College's strategic mission. Thus far, 33 MassBay faculty members have completed the mandatory distance course design training.

In the spring of 2014, the college hosted a series of workshops by an assessment expert with over 40 years of experience to work with faculty to create quality assessments. These six workshops were attended by between 8 and 30 faculty members. The college also hosted a full-day retreat on assessment in March, 2014 that was attended by approximately 60 full and adjunct faculty members. This professional development day had external speakers, as well as MassBay faculty speakers, so that faculty had the opportunity to learn more about how their colleagues and others were approaching assessment.

There have also been opportunities for faculty to gain professional development around assessment outside of the college. MassBay is part of [Advancing a Massachusetts Culture of Assessment](#) (AMCOA), which holds workshops throughout the school year across the state. Faculty and staff also had opportunities to participate in curriculum development programs hosted by Framingham State University.

Appraisal

Under current faculty and administrative leadership, there has been a revitalization of the academic program review process to provide external perspectives and internal reflection on our academic programs. The program reviews have provided valuable insight, both as a self-study mechanism and in terms of garnering the necessary input for programmatic change ([Appendix 4-16](#)). MassBay had formerly needed to implement this regular system of program reviews ([Appendix 4-17](#)). Additionally, a defined schedule for future program reviews has been created to ensure that programs without external accreditation undergo program review every five years. ([Projection 4.3.1](#))

MassBay provides students the opportunity to learn at the level at which they enter the College, to progress, and to excel. The College has pioneered several successful pilots of developmental curriculum in new modalities. These include the Math 1/2/3 series, and the Accelerated English (EN-101X) course. Both classes provide students with developmental needs the opportunity to accelerate their learning through intensive study (as in the case of EN-101X), or through self-paced, instructor-guided modular content, as in the case of MA 1/2/3.

However, the College also will need to accrue and reflect upon data to ensure College completion. The Massachusetts Vision Project Dashboard, for example, shows that MassBay is slightly below average in the two-year developmental mathematics success rate from 2011 to 2013, with 16% of learners completing the developmental and credit-bearing math course, as compared to 20% across all community colleges. The two-year developmental English success rate was also below average from 2011 to 2013, with 38% of learners completing the developmental and credit-bearing English course, as compared to 48% across all community colleges statewide. However, MassBay shows a higher than average overall college completion

rate under the six-year “[Achieving the Dream](#)” model, with 50% of MassBay students who entered in 2006 achieving college completion success by 2012, as opposed to 46% of students across all community colleges statewide. Review of developmental models with relevant success and retention data will enhance student success. ([Projection 4.3.2](#))

A major success for the College is that it has also begun to offer a regular set of Honors courses. Building honors courses within the existing curriculum has provided our most academically qualified students with opportunities to excel in a cohort model that they otherwise would not have had. While the College has expanded its Honors offerings, the Honors program can become more formalized to offer our students the opportunity for recognition under the Commonwealth Honors Program. ([Projection 4.3.3](#))

Appraisal of Undergraduate Degree Programs

The College has an opportunity to develop new undergraduate degree programs through strategic academic planning. As mentioned earlier, a review by the Institutional Research Office of employment data for the last ten years revealed that new academic programs, introduced at MassBay during that ten year period, added less than 1% to the College’s FTE. Success in new degree and certificate programs has varied, with new programs like the A.S. in Information systems & Management enrolling 8 students in its first year of being offered (2013), and Certificates for Web Developer, Web Designer, and Web Master averaging between 2 and 13 enrolled students annually. The College should evaluate its students’ needs, assess its alignment with business and industry needs, and identify aspirational colleges and programs to create a financial model for program development. In this work, the College also has an opportunity to review program design, including curriculum, learning outcomes, student data, and faculty composition. ([Projection 4.3.6](#)). This will also help the College build and sustain relationships to industry advisory boards to enrich curriculum and further build internship opportunities ([Projection 4.3.4](#)) and develop programs that are relevant to today’s workforce and transferrable to bachelor degree programs.

Appraisal of the General Education curriculum

The General Education curriculum at MassBay has done well to serve student needs, especially for those students utilizing the MassTransfer agreement and the MassTransfer block. As new curricula are developed and as existing curricula undergo program review, the College is revisiting elements that will further align the degree programs with MassTransfer. For example, the Associate in Arts in Communication degree, after its program review, integrated a required mathematics course (formerly a “math or science elective”) and eliminated a free elective to reduce credit load while maintaining the curriculum’s integrity (a change which reduced the degree from 65-66 credits to 62-63 credits). As programs continue to be vetted through academic program review, general education requirements and credit load will continue to be evaluated and, where appropriate, amended. ([Projection 4.3.1](#))

Appraisal of the Major or Concentration

The College is taking a close look at the strengths of each of its programs and their relevance to workforce needs and transfer demand. It will continue to review cross-cutting issues such as the

total number of required credits to ensure that no excessive credits are included. While student learning outcomes have been articulated for the majority of the curriculum at all levels, continuing work needs to be done to map these learning outcomes to the program and college-wide outcomes. This means the College will need to discover opportunities to provide evidence of student learning, and develop a systematic means to document demonstrable outcomes.

Further, although outcomes are articulated in many components of the curriculum, the College has an opportunity to develop quantitative and qualitative measurements for the achievement of these outcomes. As MassBay begins to articulate institutional graduation competencies, we will require a method of assessing how we meet those competencies. While the College has captured evidence of student learning in several programs (e.g. through the Digication portfolio pilot, the English Department exit writing portfolio assessment), the majors and concentrations have a further need to acquire artifacts of student learning and placement data. ([Projection 4.3.9](#))

Appraisal of Distance Learning and Course Scheduling

MassBay provides flexible course scheduling and online courses to meet student needs; and, it exercises academic authority over the integrity of academic credits by integrating these course options into the academic divisions. Recently, the College made a change to integrate its evening and weekend programs into the academic divisions, ensuring that these classes have the same academic oversight and access as the day and online classes.

However, the College and all community Colleges have become increasingly aware of guided pathways to student learning, such as those provided by block schedules and meta-majors. MassBay will continue its efforts to provide students with block schedule options, and by eliminating late registration and providing a structured Fall and Spring 2 semester, MassBay is underway to expand these guided pathways to success. ([Projection 4.3.7](#))

While the College maintains data on transfer rates and Department faculty have qualitative evidence of job placement, the College has an opportunity to more extensively utilize its exit survey as a tool for accruing knowledge of outcomes post-graduation. ([Projection 4.3.8](#))

Appraisal of Student Learning Assessment

A major accomplishment over the past two years is the streamlining and defining student course evaluation processes and procedures. The course evaluation process is now under the direction of a full-time staff member in Learning Services and the process has become both institutionally consistent and academically accountable. This change will help the College to ensure the academic quality and integrity of its coursework.

The College has done outstanding work in developing learning outcomes on the course, program, and institutional level. This work is continuing across the college, and the majority of programs have articulated outcomes; the institution also has articulated graduation competencies; and, course learning outcomes for the majority of the core liberal arts and sciences courses have been articulated through course content summaries.

The College is now in a position to map individual course outcomes to the program outcomes, and identifying critical tasks, or particular formative and summative assessments that demonstrate in-depth knowledge on the course and program level. To help further ensure evidence of student learning beyond individual coursework, the College will endeavor to create a repository of student learning to assess program strengths and weaknesses. ([Projection 4.3.9](#))

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ Each year, periodic and systematic reviews will be held of academic programs to ensure internal and external evaluation. 	Provost/Chief Academic Officer, Deans, Faculty, Institutional Research Officer, and Director of Assessment
<ul style="list-style-type: none"> ▪ Each year, developmental math and English programs will be monitored and measured through institutional data to ensure their success. 	Provost/Chief Academic Officer; Deans; Director of Academic Achievement Center; Faculty; Institutional Research Officer
<ul style="list-style-type: none"> ▪ By 2017, the College will apply for the Commonwealth Honors Program. 	Provost/Chief Academic Officer, Deans, and Honors Program Coordinator
<ul style="list-style-type: none"> ▪ By fall 2017, all academic programs will have active advisory boards. 	Provost/Chief Academic Officer, Deans, and Faculty
<ul style="list-style-type: none"> ▪ By the summer of 2015, a strategic academic planning model will be developed and implemented to identify and offer new academic programs that are consistent with regional workforce needs and projections. 	President, Vice President for Strategic Planning, Provost/Chief Academic Officer, Deans, Faculty, Office of Institutional Research, Office of Enrollment Management, Marketing & Student Services, Admissions Office
<ul style="list-style-type: none"> ▪ By the end of summer 2015, a student retention and completion plan will be developed. 	Provost/Chief Academic Officer, Deans, Faculty
<ul style="list-style-type: none"> ▪ Each year, the College will report data on job placement and transfer to four-year colleges. 	Institutional Research Officer
<ul style="list-style-type: none"> ▪ By spring 2016, the College will implement a credit for prior learning portfolio process, especially suitable for adult learners. 	Provost/Chief Academic Officer, Deans, Faculty, Student Advising

Institutional Effectiveness

MassBay Community College is dedicated to the goal of creating opportunities for student learning and connecting students to future educational and employment opportunities. In the past few years, the College has undergone a radical process of assessment and renewal which has culminated in greater academic oversight and consistency. The College's programs continue to serve student needs, providing a foundation in the liberal arts and sciences core curriculum,

while tailoring new programs and certificates to the workforce needs of the Boston-MetroWest region. MassBay, as an institution, is mindful of programmatic and institutional reform, and the College continually evaluates programs for their academic quality and market relevance through program review, strategic planning, and external accreditation. Programs with external accreditors have been improved and stabilized.

The College relies on its comprehensive and effective governance structure to offer curricular change and planning and it has developed a new multi-pronged model for program development. Faculty members, working in collaboration with administration, drive the governance system. Changes in governance and in the climate of the College have enhanced the governance system and its effectiveness in designing, implementing and sustaining academic programs. The new Director of the Academic Achievement Center and her staff have reviewed and substantially improved their offerings. Finally, the College has a commitment to the assessment of student learning, advancing student achievement of graduation, program, and course outcomes. The College is assessing student learning at multiple levels, beginning to capture evidence of student learning on the course and program level, and providing this evidence for reflection on program needs and enhancement.

Table 4.1: Data First Forms, Standard 4: The Academic Program (Enrollment and Degrees)

Standard 4: The Academic Program (Summary - Enrollment and Degrees)								
								Fall 2014 Census
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	MD., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	1,750							1,750
Other Campus FTE	612							612
Branches FTE								0
Other Locations FTE	33							33
Overseas Locations FTE								0
On-Line FTE	255							255
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	2,650	0	0	0	0	0	0	2,650
Unduplicated Headcount Total	4,047							4,047
Degrees Awarded, Most Recent Year	506							506
Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates					
Main Campus FTE	232		58					
Other Campus FTE	53		153					
Branches FTE								
Other Locations FTE								
Overseas Locations FTE								
On-Line FTE	39		25					
Correspondence FTE								
Low-Residency Programs FTE								
Total FTE								
Unduplicated Headcount Total	804		405					
Certificates Awarded, Most Recent Year	n.a.	n.a.						
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								

Table 4.2: Data First Forms, Standard 4: The Academic Program: Undergraduate Majors

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Associates					
P Accounting (AS)	0	106	99	102	108
Auto Tech - BMW (AS)	32	38	35	37	39
Auto Tech - Chrysler (AS)	7	14	13	13	14
Auto Tech - GM (AS)	26	29	29	25	27
Auto Tech - Toyota (AS)	37	39	39	35	37
Biotechnology (AS)	52	61	47	56	59
Business Administration (AS)	364	377	396	392	412
BT - Forensic Science (AS)	43	40	26	33	35
BT - Marine Biotech Option (AS)	5	10	16	12	13
Lib Arts - Communication (AA)	105	102	92	82	87
Computer Info System (AS)	54	51	65	44	47
Computer Sciences (AS)	76	86	94	128	135
Criminal Justice (AS)	269	261	248	254	267
Electrical & Computer Engineering (AS)	34	32	34	33	35
Electronics Technology (AS)	3	10	11	11	12
Engineering Design (AS)	30	34	27	36	38
Engineering (AS)	56	62	65	71	75
Environmental Sciences & Safety (AS)	37	30	24	23	25
Early Childhood Education (AS)	93	95	86	100	105
General Business (AS)	104	96	114	120	126
General Studies: Auto (AS)	27	24	25	24	26
General Studies - Bioinformatic	0	1	1	1	2
General Studies - Lab Animal Care	7	6	12	13	14
General Studies: Health (AS)	842	769	715	737	774
General Studies: Math (AA)	19	18	21	17	18
General Studies (AA)	212	226	209	200	210
General Studies (AS)	261	247	307	323	340
General Business - Hospitality Management	48	59	41	120	126
Lib Arts - Human Services (AA)	77	84	80	86	91
Info System Tech (AS)	26	34	28	27	29
Info System Tech & Management Tech (AS)	0	-	8	15	16
International Business (AS)	0	-	5	16	17
LA - Global Studies Option	12	17	17	18	19
LA - Early Childhood ED Tran (AA)	77	66	60	50	53
LA - Elementary ED Tran (AA)	36	33	39	40	42
Liberal Arts (AS)	444	399	405	369	388
Lib Arts: Community Health (AA)	10	4	9	7	8
Life Sciences (AS)	73	67	62	64	68
Mechanical Engineering (AS)	33	47	53	42	45
Nursing (AS)	226	200	150	84	89
Paralegal Studies (AS)	30	31	34	34	36
Lib Arts - Psych/Soc/Anth (AA)	163	175	160	155	163
Radiologic Technology (AS)	38	52	46	44	47
Total	4,189	4,132	4,047	4,093	4,317

Table 4.2 (Continued)

Standard 4: The Academic Program					
(Headcount by UNDERGRADUATE Major)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Certificates					
Accounting (Cert)	17	14	25	20	21
Auto Tech - Toyota (Cert)	1	3	1	5	6
Business IT (Cert)	1	3	6	3	4
Central Processing Tech (Cert)	6	15	15	13	14
Computer Aided Design (Cert)	8	6	11	10	11
Communication (Cert)	3	2	3	1	2
Cyber Security (Cert)	0	-	2	6	7
Human Resources Direct Support Grant (Cert)	4	3	7	4	5
Emergency Medical Tech (Cert)	66	54	68	47	50
Early Childhood Education (Cert)	36	36	38	34	36
Hospitality Management (Cert)	6	4	3	6	7
Human Services (Cert)	14	8	8	14	15
Infant-Toddler Teacher (Cert)	9	13	10	18	19
Information Technology (Cert)	8	10	15	12	13
Lib Arts - Community Health (Cert)	0	5	-	3	4
Interior Design (Cert)	23	18	22	24	26
MassTransfer Liberal Arts (Cert)	4	10	2	1	2
Management (Cert)	16	13	22	20	21
Maxillofacial Assistant	2	-	-	-	-
Medical Coding (Cert)	43	29	45	37	39
Medical Office Admin Asst (Cert)	19	21	25	22	24
Paralegal Studies (Cert)	13	8	5	6	7
Paramedicine (Cert)	17	17	21	14	15
Phlebotomy (Cert)	20	22	24	19	20
Practical Nursing (Cert)	91	102	83	48	51
Surgical Technology (Cert)	39	59	48	44	47
Technology Support (Cert)	0	-	2	1	2
Web Developer Certificate	3	2	2	6	7
Web Designer Certificate	13	12	12	16	17
Web Master Certificate	0	2	1	1	2
Total	482	491	526	455	494

Standard Five:

Faculty

Standard Five: Faculty

Description

MassBay's faculty are dynamic, well-qualified, and committed to fulfillment of the institution's mission and purposes. There are 87 full-time and 295 adjunct and clinical faculty who teach across the College's three campuses. Further over 70 faculty members can teach one or more courses in a [distance format](#). Our faculty stay current in their fields through active engagement and leadership in professional associations, attendance at regional and national conferences, curriculum design and evaluation, and through publishing, presenting, and performing. They also are engaged in the extra-curricular activities of the College. Newly hired full-time members are welcomed and mentored by senior faculty and professional staff members, many of whom have spent the majority of their professional lives working at MassBay. Faculty and professional staff members express their diversity of opinion clearly, but almost always collegially, at department, division, and faculty meetings. They are, however, united in their dedication to MassBay students and to the College.

The roles and responsibilities of full-time faculty and professional staff are clearly defined in the collective bargaining agreement. The required preparation and qualifications, terms of appointment, working conditions, salary, eligibility criteria for tenure, change in rank, evaluation and workload are included, as well as procedures for filing grievances. The contract states that instructional workload includes teaching in both traditional and non-traditional learning modes; instructional preparation; and assessment of student performance. The standard faculty instructional workload is a minimum of 29 instructional hours per week and a maximum of 35 instructional hours per week with no more than 3 preparations per semester and no more than 5 preparations per year. Most faculty members teach 5 courses each semester.

Non-instructional workload consists of student assistance/advisement (18 students assigned), office hours, college service, and professional development activities. Faculty engage in college service activities such as: serving as advisor to student activities; serving on governance, ad hoc, and college standing committees; serving on system-wide task forces or committees and labor-management committees; preparing grant proposals; participating in college, division, department or other related college meetings and/or activities; participating in the improvement and development of academic programs and resources, including recruitment; and serving as department chairs ([Appendix 5-1](#)). Department Chairs and Program Coordinators receive at least one course release per semester and are assigned to these positions through an application and review process. Faculty members in each department or program have an opportunity to evaluate Chairs and Coordinators. Faculty, including Chairs, may be given release time for additional mutually agreed upon responsibilities.

All full-time faculty and professional staff are expected to participate in the faculty governance system at the departmental, divisional and all-faculty levels. Efforts are underway to more fully and meaningfully involve adjunct faculty in all levels of College life. Each Governance Committee includes representation from all academic divisions and from professional staff. Course development, changes in courses and programs, and new program development begin in the department and are then brought through governance, providing faculty and staff college-wide opportunities to learn about and give input to the work of other divisions. The process for

program evaluation also begins at the departmental level and is led by faculty department chairs and program coordinators.

Professional development activities that may make up part of a faculty member's non-instructional workload include: related graduate study, relevant in-service training, participation in college recognized professional associations, including teachers' organizations, research, and other college-recognized contributions to a faculty member's area of competence.

The work of adjunct faculty is governed by the Division of Continuing Education collective bargaining agreement. This contract covers full-time faculty teaching credit courses offered in the evening, on weekends, during the summer and inter-sessions, as well as those taught in the day if taught by an adjunct faculty member or as overloads by full-time faculty. Adjuncts are currently excluded from full participation in shared governance, but efforts are underway to more fully and meaningfully involve adjunct faculty in all level of College life. A model proposed by adjuncts faculty is presently under discussion in the Governance By-law Committee. This model would allow at least a limited number of adjuncts representatives, elected by the full adjunct faculty body, to have voting rights in division meetings and governance committees. It is expected the By-laws committee will make recommendations for faculty/staff consideration during this academic year.

Forty-seven percent of full-time tenured faculty members are full professors; 26% are associate professors: and 29% are assistant professors. Currently, the College employs 87 full-time tenured or tenure-track professors and 295 part-time faculty members. The majority of the part-time faculty members have been with the College for many years, are retired faculty of the College, or are professionals working full-time in the fields in which they are teaching. Nearly three-quarters of all faculty hold at least a Master's degree. The remaining full-time instructors have earned professional credentials in their specific disciplines, such as automotive technology. Nearly a quarter of full-time faculty have earned Doctorates. Faculty members teach courses directly related to their field of study and experience.

Recruitment

The Office of Human Resources seeks to fill faculty and staff positions according to legal and contractual requirements, posting and advertising the college's commitment to affirmative action and equal opportunity. Search committees are formed with the goal of diverse participation appropriate to the position. Professional staff, adjunct faculty and cross-divisional representation is sought. Search committees review the qualifications of candidates and send recommendations forward to senior administration for review and selection. Excellence in teaching and knowledge of research in student engagement are emphasized as criteria, and teaching demonstrations are often part of the interview process. The President reviews and approves hiring recommendations.

Recruitment, integration, and retention of adjunct faculty are strategic priorities for the College. Because of MassBay's reliance on 288 adjunct and clinical faculty for the delivery of courses, clinicals, and co-ops, the Academic Affairs division views adjunct and clinical faculty as key members of the academic team. Further, the percentage of course sections taught by adjunct faculty members throughout most divisions is quite significant with up to 80% of courses in the STEM division being taught by adjunct faculty.

The total number of full-time faculty members is 19 in Health Science; 18 in Humanities; 17 in Social Science and Professional Studies; and 28 in STEM. The total number of adjunct faculty is 47 in Health Science (20 didactic and 34 clinical, with 7 counted twice because they teaching in both); 70 in Humanities; 71 in Social Science and Professional Studies; and 100 in STEM. The percentage of sections taught by adjunct faculty members is 50% in Health Science (not including clinicals); 60% in Humanities; 67% in Social Science; and 80% in STEM.

The academic Deans regularly advertise for and recruit adjunct faculty members throughout the calendar year via the MassBay website, word-of-mouth, and through professional associations and contacts. All prospective adjunct faculty members are interviewed and must submit at least three references who are contacted by the academic Deans and reviewed by Human Resources. In their first year of teaching, adjunct faculty are observed in the classroom by their respective Deans to ensure quality and both mission- and student-centered teaching and assessment.

The College also holds an integrated new faculty orientation at the beginning of the academic year for new full-time and adjunct faculty members. The orientation covers a range of topics from basic logistical information to an introduction to the College's work on student learning outcomes. Full-time and adjunct faculty are also invited to a professional day in the spring, which focuses on the development of student learning outcomes; and last year, to a June 2014 faculty workshop, which focused on student success and completion.

Another example of the integration of full-time and adjunct faculty is that the listserv for these two faculty groups has changed such that "MASSBAY.Faculty" now includes all full-time and adjunct faculty members. Previously, it only included the names of full-time faculty members. This was a small but symbolically important gesture toward the College's approach to including adjunct faculty. Adjunct faculty members are invited to develop and deliver online classes consistent with full-time faculty opportunities to do so. Each of the Deans communicates regularly with all faculty members in their respective divisions to ensure that they are kept up to date on various happenings on campus. To further integrate adjunct faculty members into the academic divisions, the former Office of Evening and Weekend Programs was re-structured so that adjunct faculty members are now overseen directly by academic Deans as opposed to an Office of Evening and Weekend programs. The Provost, Assistant Provost, and academic Deans each take turns working in the evenings to have more opportunities to meet with adjunct faculty members, and all academic and student affairs staff now alternate Saturday and Sunday hours as well. On a related note, mailboxes for adjunct faculty members had formerly been placed in the Office for Evening and Weekend Programs but now are located in their respective academic division areas.

In the Social Sciences and Professional Studies division, adjuncts are invited to division meetings regularly and the divisional email list includes adjunct and full-time faculty. Some adjunct faculty members also participated in several of the internal academic program reviews that were conducted over the past 18 months, as well as on the Title III sponsored Faculty Curriculum Guides Project where faculty teams collaborated to redesign, pilot, and subsequently implement, and assess redesigned courses. However, the policies across departments in regards to adjunct inclusion in this work have been inconsistent in the past and efforts will be made to encourage all departments to include adjunct faculty.

There is a faculty and staff subcommittee which is reviewing this issue of contractual adjunct voting rights while adjuncts are now regularly invited to academic division meetings. Adjunct faculty members have also raised concerns related to communications, compensation, physical resources, and hiring. College administration has addressed many of these concerns and continues to be in dialogue with adjunct faculty members.

Evaluation of Faculty

Faculty are evaluated according to the procedures and timetable described in the collective bargaining agreement with primary emphasis on teaching effectiveness, including consideration of the following criteria: development and improvement of instructional methodology; establishment of course objectives, course content and instructional activities; establishment of appropriate and fair procedures and instruments for student evaluation; student advising competency and accessibility including the observance of established office hours; and college service.

The procedure for evaluating faculty members consists of six processes: student evaluation; course materials evaluation; classroom observation evaluation; student advisement and college service evaluation, personnel file review and summary evaluation ([Appendix 5-2](#)). Faculty members are evaluated annually before tenure. After receiving tenure, they are evaluated in all components and receive a summary evaluation every third year. If the summary evaluation is unsatisfactory, they are evaluated again the following year. An evaluation may be conducted for any unit member in a non-evaluation year for just cause.

The process for part-time faculty evaluation consists of similar processes with the omission of the consideration of advising and college service. Student evaluations and course materials evaluations are implemented once for each period of appointment, but the classroom observation is implemented only in alignment with the union DCE contract, which allows observations until part time faculty have met the threshold for reappointment. The threshold is teaching five courses in three consecutive fiscal years. A recent addition to the evaluation process is a format for Deans to observe online courses. The College also participates in the Community College Survey of Student Engagement which examines student perceptions of their experiences in the classroom, which, like student course evaluations, give faculty feedback on their teaching.

A consistent format for certain criteria is required for course syllabi, which are submitted to department chairs and reviewed by divisional Deans. Faculty members are responsible for including student learning outcomes consistent among sections of courses and aligned with program outcomes. All divisions were tasked with updating Course Summaries which identify assessment methods tied to individual student outcomes. Recommendations for texts are included, but faculty may choose their preferred texts. Summaries are stored online and new faculty, including adjuncts, are directed to them. Teaching methodology is included on syllabi and is expected to reflect current research on student engagement strategies, but faculty are free to design their own learning activities and add learning outcomes that exceed the defined core that all course sections must address.

Professional Development

Faculty and staff professional development needs are assessed in multiple ways. Faculty evaluations may identify areas for which additional support or resources may be provided. If a need is perceived to be widespread among faculty, college-wide professional development may be designed. Periodically surveys are conducted by the Professional Development Committee of College Governance. Faculty members have opportunities to describe professional development needs and interests on evaluation forms provided after Professional Days and other activities.

The Professional Development Committee has planned brown bag lunches, speaking engagements, and presentations by faculty and other activities. Human Resources organizes Professional Development Days twice annually with input on content from administration, faculty, staff, and the Professional Development Committee.

Full-time faculty members are required to attend and adjuncts are invited. On one Saturday during each semester, the College holds an Adjunct Professional Day, to which full-time faculty are also invited. Faculty members, including adjuncts, are paid if they attend these Saturday sessions and may also be paid for their involvement in other optional professional development opportunities that the College considers particularly valuable (related to targeted initiatives). The College proactively extends professional development opportunities to all faculty. During the 2013-2014 academic year, for example, 34 of the 73 participants in the August 2013 Summer Institute on “Education Technology & Engagement” were adjunct faculty.

The goals of the Strategic Plan have been addressed in many of the sessions. A major focus of professional development has been on faculty skills in the area of assessment. Faculty members have participated in the statewide Vision Project and in assessment conferences. Divisions have brought in consultants to assist faculty in defining program outcomes, aligning course outcomes and measuring student performance. An assessment retreat was attended by many full-time and adjunct faculty members. The consistent course summaries developed by the divisions, incorporating common learning outcomes for students, are a result of this initiative. These have continued to be refined as faculty members have received targeted support.

An Inclusion and Civility Committee has been revived, which is a successor to an earlier Diversity Committee, in order to address the Strategic Plan goal relating to the College climate as well as the College’s Diversity Value Statement. “[The College] values and pursues diversity and teaches students the importance of inclusion and collaboration in a global context.” The Committee members were trained in order to be able to design ongoing learning opportunities for faculty, staff and administration. A Professional Day and a follow-up session were devoted to this initiative. The Committee also developed a mini-grant application to allow faculty and staff to seek funding for other initiatives to support diversity.

The College consistently subsidizes faculty attendance at professional conferences although budget constraints have required a reduction of out-of-state opportunities not covered by external funding sources. For example, the Division of Health Sciences has provided funding for professional development for 14-19 faculty each year for the past three years at the cost of \$9,212 for AY 2011-12; \$11,290 for AY 2012-13; and \$12,182 for AY 2013-2014. Faculty members are encouraged to submit proposals for college-funded summer professional development grants. Most recently preference has been given to proposals that focus on particular needs identified by the College, such as assessment.

A Center for Teaching, Learning, and Technology Innovation has been established to support faculty professional development, especially in the area of technology-supported teaching. Both face-to-face and online learning opportunities are regularly available to faculty, including an online orientation to developing courses and teaching online. The College's Title III grant, which focuses on student engagement and success, provides funding for faculty professional development including sessions on inclusion, communication and e-learning.

The [Center for Teaching, Learning, and Technology Innovation \(CTLTI\)](#) provides professional development opportunities accessible to all faculty and has a policy of 'inclusive scheduling' for events and activities so that all faculty can participate. For example, CTLTI has offered regularly- scheduled 40-minute mini-workshops every hour, from 10am to 4pm, on both Wellesley Hills and Framingham campuses on various days throughout the academic year. Topics in 2013-2014 included: Why Adopt OER Textbook?; Engaging Assignments to Match Course Outcomes; Flip the Classroom part 1: Pedagogy; Flip the Classroom, part 2; Making Video and Audio Clips, and Explorations with iPads.

When there are no scheduled workshops or private appointments with faculty, CTLTI is open for faculty use, a copier, scanner, and printer, and 4 computers are available within the Center. CTLTI staff work with individual instructors on a variety of matters by appointment or as walk-ins. Faculty can arrange a meeting with CTLTI staff after normal business hours. Any faculty member can borrow CTLTI's iPads, iPod Touches, and LiveScribe 'smart' pens to explore how a particular technology may enhance their teaching. Additionally, CTLTI attempts to address the teaching and professional development needs of very busy instructors by providing online resources that are accessible to all faculty members at any time including webinars, synchronous online meetings, and videos.

Teaching and Advising

MassBay strives to align instructional techniques and delivery systems with the mission of the college, academic program goals, and student learning outcomes. Each Division has worked on developing a mission and goals for its programs that are consistent with the College's mission. Learning outcomes for individual courses have been mapped to program goals, assessment methods, and learning opportunities for students. Faculty members are encouraged to design active learning experiences and authentic assessment methods, although academic freedom for faculty prevents the College from mandating particular methodologies. Methodologies range across disciplines from early childhood education and health science programs which ascribe to national accrediting body norms to English which relies on a portfolio review process. Professional development opportunities and college service time have been devoted to the alignment effort and to broadening exposure to diverse instructional strategies. Opportunities for service learning, for research and related conference presentations, and for study abroad are available to students in many classes. An Honors program has been introduced, and there are many classes in which students produce showcase assignments, many of which are presented to the College community.

The College endeavors to enhance the quality of teaching and learning through the use of unique delivery systems. Many of the College's technical, education and health science associate degree programs include practicum- type learning experiences designed to integrate classroom studies

with on-the-job training experiences. The faculty develop curriculum for the internship or clinical experience and continue to advise the student while working with the employer to ensure a successful experience. Employers are contracted and have agreed to assist students in obtaining competency of related performance objectives. Employers also participate with college faculty in the evaluation of student performance with regard to behavior, safety, professionalism, and overall occupational performance.

Many of the academic programs participating in the co-op type experiences offer online or in-house clinical/practicum instructor training. The purpose of the training is to familiarize workforce instructors with the program's expectations, policies and procedures for supervising and evaluating students. It also addresses the mentoring methods for best practice in enhancing the learning experience.

Faculty ability to meet student engagement needs have been impacted positively by changes in enrollment caps over the past few years. These have been decreased in writing intensive and math courses, allowing faculty more time to work with students and to evaluate their work. Online classes have an enrollment cap of 25, enabling faculty to more actively engage students in such activities as Discussion Boards. Classes that require high levels of student supervision and feedback like practicum/clinical sections also have lower caps. All courses taught by adjuncts now have caps of thirty-two, which is equivalent to the cap on regular full-time faculty sections.

Development and improvement of instructional methodology is a significant area of focus for faculty evaluation. Review of course materials ensures oversight of planned methodology each semester. The Dean's annual, or tri-annual for tenured faculty, observation includes consideration of how appropriate the instructor's teaching methods are for attainment of the stated instructional objectives, effectiveness of the instructor's teaching methods, and the instructor's ability to develop and maintain appropriate student interest. Faculty members are provided with a written report and may request a pre- and post-conference.

The College's sponsorship of faculty professional development activities related to instruction demonstrates its commitment to providing faculty with improved techniques. Active learning and student engagement have been the focus of multiple sessions, and faculty have presented to peers on related topics at professional days, brown bags lunches, etc. Faculty members are encouraged to mentor others.

The College meets the growing need for the flexibility and access afforded by high-quality distance education courses. The instructional techniques and delivery systems serve to further the mission and commitment of the college. Distance education programming at MassBay originated from, and has evolved out of, the desire of "early adopter" faculty seeking innovation in teaching practices to provide a diverse student body with greater access to an affordable college education. MassBay faculty members have adapted an ever-growing number of courses to hybrid or fully online formats. As College support and student demand for distance courses have grown, the number of faculty teaching at a distance has increased. MassBay now offers over 100 courses in a distance format. In classes with high student enrollment, multiple faculty members teach different sections of the same online or hybrid course. It is the stance of those participating in distance education at MassBay that greater access afforded by distance courses need not be at the expense of quality academic offerings.

In addition to instructional obligations, faculty carries responsibility in student advising, serving as an academic advisor for 18 students. The Advising Office schedules training for faculty advisors each semester, and an Advising Manual is available online. Information is provided to faculty about services to which they can direct students for particular issues. Each faculty member will meet with their advisees at the beginning of the academic year and is available to meet with each advisee at least once each semester and at such other reasonable times as requested by the advisee. Each faculty member has posted office hours on at least four days of the week and/or similar on-line availability.

Full-time students are generally assigned an advisor according to their program major. Advisors and counselors assist students in developing academic plans that are compatible with the student's professional and personal goals. Students are introduced to a variety of college resources informing them of academic program requirements, assisting them with selecting an academic major, and counseling for graduation and transfer opportunities.

Distance Learning

The number of full-time and part-time faculty teaching online and hybrid courses, which are collectively called [distance courses](#), increases annually. Online and hybrid course enrollments have increased 24% since Fall 2012, from 961 to 1189 in Fall 2014. During the same period Fall online and hybrid course enrollments grew from 17.7% of total headcount enrollment at the College to 22%. The number of full-time faculty who teach online and hybrid courses at the College has also increased, from 65 in Fall 2012 to 77 currently. The Center for Teaching, Learning and Technology Innovation works collaboratively with the Office of Information Technology to expand faculty use of technology in instruction for both traditional and distance education. Technology-mediated courses at MassBay include two distance formats: blended/hybrid and online. Face-to-face courses utilizing technology to supplement in-class instruction may fall under a third category, web-enhanced.

In 2009, the MassBay Distance Education Committee established a process for developing distance courses. The objectives of the proposal process are to:

- Meet growing student demand for the flexibility and access afforded by high-quality distance courses within the College mission;
- Provide faculty with additional innovative teaching and learning options, with appropriate support; and
- Strengthen effective use of resources for implementing the College's strategic planning.

The MassBay Online Instructor Institute, a 15-clock-hour, self-paced, hybrid faculty development seminar, is a one-time benefit and requirement of the proposal to adapt and teach a distance education course. The institute provides basic instruction for faculty on transitioning from face-to-face to online teaching; course design; online communication; online discussion and collaboration; and online tests and assessment. Faculty members receive a one-time stipend for successful completion of the seminar, within the terms of the collective bargaining agreement.

A current [Quality Matters \(QM\)](#) standards rubric is included in the faculty proposal packet to adapt and teach a distance course, and the standards are recommended to faculty designing distance courses. Key QM standards, such as the alignment of learning outcomes, resources and materials, learner engagement, and assessment, are infused into the MassBay Online Instructor Institute curriculum. The MassBay Distance Education Committee is developing a proposal process for faculty members who teach existing distance courses at the College to receive Quality Matters (QM) training and revise their courses according to the QM standards. CTLTI has made available, at no cost to faculty, online access to the following training videos:

- [Atomic Learning](#) is available to the entire MassBay community of students, faculty, and staff. It offers a wide array of titles which can be embedded in an instructor's Blackboard course shell. Atomic Learning is a valuable teaching tool, especially for adjunct instructors. For example instead of taking the time in a history class to review APA citation format, the appropriate, short set of videos can either be assigned or provided as a resource. There are also Atomic Learning workshops on such titles as "You Tube for Educators," "Facilitating an Online Course," and "A Digitally Accessible Campus."
- Magna 20 Minute Mentor Commons is available to all MassBay faculty and academic professional staff. It provides 20 minute professional development sessions on topics or teaching strategies deemed important on surveys by adjunct faculty members. Topics include student engagement, classroom management, assessment and learning outcomes, and teaching students with cognitive and/or physical disabilities.

Each year, eLearning pays for up to 10 faculty and staff to attend the [MCO eLearning Conference](#). Faculty are also encouraged to submit conference proposals. Two faculty members are nominated each year for the MCO Course of Distinction Award.

Appraisal

The College has increased its efforts to encourage and support faculty scholarly research and creative professional activity. Grant proposals for summer research as well as sabbatical projects have been supported by the College. Initiatives are recognized and celebrated by the College and faculty during common meeting times such as monthly faculty meetings and professional days. Faculty have also presented and exhibited their accomplishments. The establishment of an Institutional Research Board, which meets monthly, or as needed, provides a more formal vehicle through which faculty are able to vet their research proposals.

Examples of recent faculty research that have enhanced teaching and learning and influenced curriculum design and pedagogy include the following:

- Health Science faculty have attended and presented at numerous professional conferences on topics which include: Post Traumatic Stress (PTSD) and Trauma in EMS; Health and Wellness; INACSL Conference for Clinical and Simulation Learning; and Developing Positive Emotional Habits.
- Humanities faculty members have attended conferences as presenters and keynote speakers on the topics of Mass Media and Social Media and Success in the Classroom.

- Social Sciences and Professional Studies faculty activities include published research and professional conference presentations, including Building College Community; Our Day in Court: A Case Study on Active Learning; and Inviting the Veteran.
- Transportation and Energy faculty have also presented at regional and national technical training conferences

A more extensive list gleaned from College Service logs is available for review.

The College has made progress in increasing the number of full-time faculty. In 2009-10 and 2010-11 there were 83 and 82 compared to 88 and 87 in 2011-12 and 2012-13 respectively. However, the percentage of adjunct faculty has increased in recent years. MassBay has a solid mix of returning adjunct faculty members who have taught at the College for many years and new adjunct faculty who come to teach for a semester or two. In 2013-2014, of the 7 new full-time faculty hires, 4 had served as adjunct faculty at the College which speaks to the quality and commitment of our adjunct faculty members. When full-time positions become open, adjunct faculty receive some preference when other criteria for evaluation are equivalent.

The ratio of full-time to part-time faculty (30/70) continues to challenge the College (see Data First forms), whose needs for service out paces the contractual hours available. Some faculty find themselves serving on many committees in addition to their assigned governance committee. Although many adjunct faculty members serve on committees, they are not obligated to do so. They also do not advise students.

Many students were formerly assigned to the Advising Center, but as of September 2013 they are all assigned to a specific advisor. Because there are not enough faculty members to serve all the students, many of these advisors are professional staff, but not faculty members. The hiring of more full-time faculty would improve this situation. Specialized program advising may also be needed. This responsibility falls upon faculty members in the programs in which students are enrolled. This leads to an imbalance in advising hours for some faculty who choose to provide them in order to better support their students. The SOAR orientation program engages a core group of stipended part-time and some full-time faculty to provide advising at key times, which has been a valuable addition.

Because 70% of MassBay courses are taught by adjunct faculty, integrating these faculty members more fully into the life of the College, particularly at the departmental and divisional levels, is essential. The College recognizes that consistency in course content and expectations is essential for student learning. Also, students need to receive clear and accurate academic advice from both full-time and adjunct faculty members.

Significant progress has been made this year with regard to academic alert and student advising initiatives through the Title III-A grant program: Strengthening Institutions, in which an enhanced holistic academic advising model was introduced. The College invested in advising software to track student progress and success. Accompanying academic alert software has been purchased to assist faculty and staff in alerting and tracking high-risk students. An increase in the number of professional development opportunities for faculty members is made possible through Title III grant activity, including support of faculty exchange and faculty development with regard to the introduced advising model.

Professional development support comes from both operational budgets and grant funding including the Title III Student Success grant, the Department of Labor “Transformation Agenda” grant, and the State Performance Incentive Fund. These grants have allowed the College to extend professional development opportunities. They have allowed faculty and professional staff to attend workshops and conferences and collaborate with colleagues within and outside MassBay on new curriculum and effective pedagogies.

Despite faculty’s commitment to College service, they are sometimes overwhelmed by the extensive demands on their limited non-teaching time. There are insufficient numbers of full-time faculty to provide advising to all students using the formula provided by the contract, and many are advising well beyond those limits. Faculty advising assignments may change substantially from year-to-year and semester-to-semester making it more difficult for faculty to develop supportive relationships with students. The number of committees, both standing and ad hoc, on which faculty members serve can also be burdensome. Adjunct participation is encouraged but generally cannot take the place of full-time representation.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ Focus the next 5 years on increasing the number of full and part-time faculty participating in professional development activities by 5% annually. 	Provost/Chief Academic Officer, Director of Assessment, Center for Teaching, Learning, and Technology Innovation
<ul style="list-style-type: none"> ▪ By 2016, develop a mentoring and orientation program for adjuncts, similar to that employed for full-time faculty and staff, in order to aid evaluation of teaching effectiveness. 	Provost/Chief Academic Officer, Deans, Full-time and Adjunct Faculty
<ul style="list-style-type: none"> ▪ By 2016, an adjunct faculty specific website will be launched. 	Provost/Chief Academic Officer, Deans, Full-time and Adjunct Faculty
<ul style="list-style-type: none"> ▪ Each year, the College will conduct a needs assessment within each academic division to ensure staffing of an appropriate number of full-time faculty members and inform any new hiring. 	President, Provost/Chief Academic Officer, Deans, Director of Assessment

Institutional Effectiveness

MassBay benefits from an engaged faculty, who are dedicated to students, perform outreach to the community, and participate in College service at all levels. Annually, during the budget process, the College weighs the sufficiency of faculty to accomplish the College’s mission. Class sizes are reviewed, as are numbers of sections taught by full-time and adjunct faculty. During recent years enrollment caps for classes taught by adjuncts have been lowered to match those of full-time faculty. Mathematics enrollment caps have been lowered for all. These adjustments enable all faculty members to provide more individual attention to students.

Although budget constraints limit the scope of change possible, the College has demonstrated its commitment to improving the full-time to adjunct faculty ratio by adding seven new full-time faculty members in 2013-14. The College has also used grant funds for professional development and enhanced engagement of adjunct faculty. The College's efforts to more fully engage adjunct faculty members and to compensate them for time spent on matters beyond their contractual obligations are being rewarded in terms of greater engagement and longevity of adjunct faculty retention.

Divisional Deans review the effectiveness of faculty as part of the evaluation process, observing their teaching periodically, reviewing College Service and Advising Logs as well as syllabi annually. The recent revitalization of the internal program review process has engaged faculty in improvement of programs that are not subject to external review. The course summaries developed and updated by faculty for all courses ensure a level of consistency in student experiences and learning outcomes since they are intended for use by all.

Table 5.2: Data First Forms, Standard 5: Faculty (Highest Degrees and Teaching Assignments)

Standard 5: Faculty (Highest Degrees and Teaching Assignments, Fall Term)											
		3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		12		11		7					
Associate		1		2		1					
Assistant		5		5		6					
Instructor						0		-			
Other						0		-			
Total		18		18		14		-		-	-
Highest Degree Earned: Master's											
Professor		31		30		32					
Associate		14		13		14					
Assistant		15		12		12					
Instructor				0		0					
Other											
Total		60		55		58		-		-	-
Highest Degree Earned: Bachelor's											
Professor		0		0		0					
Associate		2		2		2					
Assistant		3		3		3					
Instructor						0					
Other											
Total		5		5		5		-		-	-
Highest Degree Earned: Professional License											
Professor		5		5		6					
Associate		1		1		1					
Assistant				1		1					
Instructor		1				0		-			
Other											
Total		7	-	7		8	-	-	-	-	-
Fall Teaching Load, in credit hours											
Professor	Maximum	Not information kept by HR.									
	Median										
Associate	Maximum										
	Median										
Assistant	Maximum										
	Median										
Instructor	Maximum										
	Median										
Other	Maximum										
	Median										
Explanation of Teaching Load (if not measured in credit hours):											

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Table 5.3: Data First Forms, Standard 5: Faculty (Appointments, Tenure, Departures, Retirements)

Standard 5: Faculty (Appointments, Tenure, Departures, and Retirements, Full Academic Year)										
	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appoint ?										
Professor	0	n/a	-	n/a	-	n/a	-		-	
Associate	2	n/a	-	n/a	-	n/a	-		-	
Assistant	12	n/a	2	n/a	9	n/a	-		-	
Instructor	0	n/a	-	n/a	-	n/a	-		-	
Other	0	6		24	-	29				
Total	14	6	2	24	9	29	0	0	0	0
# of Faculty in Tenured Positions ?										
Professor	33	n/a	35	n/a	34	n/a	36		41	
Associate	6	n/a	8	n/a	9	n/a	9		11	
Assistant	0	n/a	1	n/a	3	n/a	3		3	
Instructor	0	n/a	-	n/a	-	n/a				
Other	0	n/a	-	n/a	-	n/a				
Total	39	-	44	-	46	-	48	-	55	-
# of Faculty Departin ?										
Professor	0	0	1	-	1	-	1		-	
Associate		0	1	-	-	-	1		-	
Assistant	3	0	6	-	4	-	2		-	
Instructor	0	0	-	-	-	-	-		-	
Other	0	0	-	-	-	-	-		-	
Total	3	-	8	-	5	-	4	-	-	-
# of Faculty Retiring ?										
Professor	3	0	2	-	2	-	-		-	
Associate	0	0	-	-	-	-	1		-	
Assistant	0	0	-	-	-	-	-		-	
Instructor	0	0	-	-	-	-	-		-	
Other		0		-		-	-		-	
Total	3	-	2	-	2	-	1	-	-	-
Note:										
*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report,										

Standard Six:

Students

Standard Six: Students

Description

Massachusetts Bay Community College offers students extensive opportunities. The College's biotechnology laboratory and automotive laboratories are unequalled in the Commonwealth. In 2014, MassBay's Biotechnology department celebrated the awarding of the College's 20th Barry M. Goldwater Scholarship in Science and Engineering. This places MassBay among elite four-year institutions around the nation. No other community college has produced more than three recipients.

The numbers of MassBay students passing state licensure exams in the health sciences each year is consistently high, with 100% of the College's radiology technicians and phlebotomy students succeeding in the past two years. MassBay offers several possibilities for experiential learning, from study abroad to internships to practicums. For example, the Genzyme Corporation has partnered with the College in a program through which 40 MassBay students are mentored by Genzyme employees. The students receive unparalleled access to lectures, in-house seminars at company headquarters, and mock interviews.

MassBay's student body is large and diverse. Over 5,000 students were enrolled in the fall and spring semesters of 2013- 2014. Fifty-four percent of the students were female and 46% male. Fifty-three percent of students self-identified as white; 16.2% as black; 14% as Hispanic; 4.3% as Asian; and 0.6% as American Indian. Twenty-four percent were age 30 or older. Full-time students equaled 36% of enrolled students and 64% attend part-time. The percentage of students who completed high school in a foreign country was .08% and .04% of enrollees received a GED. For a more detailed view of the student population, see the Fact Book (Appendix 6-1).

The Office of Admissions, Office of Student Development, and Academic Achievement Center strive to recruit, retain, and develop each student. Departments within these areas include Academic Advising, Reading and Writing Center, Math and Science Center, Peer Tutoring, Disability Resources, Testing Services, Student Activities, Counseling, Career Services, Sports and Wellness, Veterans Services, International Education, and Transitional Scholars. The Financial Aid Office, which reports through a different division, also works closely with these student support services. We support students through a wide variety of services, the hallmark of which is a student-centered, individualized approach that meets students where they are: whether on the Wellesley Hills, Framingham, or Ashland campuses, online or in person, full-time or part-time, daytime, evening, or weekend, and certificate or degree-seeking. For 2013-14, MassBay's headcount was 7,692; non-credit enrollment was 351; and FTE was 6,919 (see FactBook Table 1.4 below).

During the past two years, MassBay's Director of the Academic Achievement Center and her staff have developed a robust system for disabilities services and other special academic supports. They have worked with the Program Director of the College's Title III Student Success grant, the Executive Director of the Center for Teaching, Learning, and Technology Innovation (CTLTI), and the Director of Retention. Together, they have developed several programs which directly aid students and others by which faculty and professional staff receive new training and

new technologies to assist students. In this report, MassBay has highlighted some of these endeavors and successes.

Table 6.1: Unduplicated Headcount Enrollment

Term	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall	5551	5560	5276	5427	5377	5369
Spring	5235	5098	5175	5232	5084	3715*
Summer	2390	2425	2434	2485	2506	N/A

* *Projected data from early enrollments*

Admissions

MassBay provides open enrollment to all students. To apply, a student must submit an application and his or her education credentials. MassBay recruits students from a geographic area defined by the Board of Higher Education except when promoting unique programs, such as biotechnology and automotive which are not offered at other community colleges. MassBay reaches out to various industries for recruitment, including hospitals and other corporate and community organizations. In addition, the Admissions Office organizes information sessions, such as Financing Your College Education, Veterans Back to College, and Transfer Information Night Sessions, open houses (fall and spring), campus tours, high school and employer college fairs, presentations to community organizations/agencies, and other community outreach events. MassBay targets traditional high school and vocational school students, non-traditional students, students with disabilities, and veterans. Admissions engages in continuous outreach to the non-native English speaking populations within our service area, as well as works in partnership with the MetroWest College Planning Center and Framingham State University to increase enrollments of these demographic groups.

The Admissions Office uses a collaborative recruitment model that includes faculty, staff, students (Admissions Ambassadors), and alumni to reach out to non-traditional students at Commonwealth Career Centers, social service agencies, and veterans' organizations. Also, the Admissions Office collaborates with the Marketing Department to communicate with future and newly accepted students from MassBay's service area and beyond.

Table 6.1 shows unduplicated headcount over a 5-year period, during which time full-time equivalents (FTEs) decreased from 7,547 in 2009-10 to 6,919 in 2013-14. Tables 6.2 shows enrollment by division of a 5-year period. Health Sciences, Humanities, and Social Sciences and Professional Studies have experienced slight decreases in enrollment during this time, while Science, Technology, Engineering, and Math and Transportation and Energy (Automotive) programs have remained steady or increased, respectively, during this period.

Table 6.2: Unduplicated Annual Enrollment by Fiscal Year

Type of Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
Headcount	8030	7918	7945	8072	7692
Non-Credit	664	389	447	422	351
FTE	7547	7634	7366	7250	6919

Table 6.3: Annual Enrollment by Academic Division (Fiscal Year)

Academic Division	Degree	2009-10	2010-11	2011-12	2012-13	2013-14
Health Sciences	Associate	1804	1651	1437	1368	1188
	Certificate	517	522	491	522	473
Humanities	Associate	1115	1121	1032	1001	946
	Certificate	33	14	14	21	7
Social Science and Professional Studies	Associate	1843	1794	1823	1858	1795
	Certificate	245	202	206	196	206
Science, Technology, Engineering and Mathematics	Associate	1176	1150	1121	1177	1215
	Certificate	39	40	40	50	74
Transportation and Energy	Associate	155	161	153	159	156
	Certificate	3	2	3	3	6

Tables 6.4, 6.5, 6.6 illustrate fall enrollments over a 5-year period with regard to gender, race, and age. Slightly higher enrollments for women than men reflect national trends. MassBay's racial make-up is 52.3% White, 16.2% Black, 14.0% Hispanic, with lower percentage enrollments of Asian, American Indian, and Pacific Islander populations. MassBay also enrolls significant percentages of both traditional-age students (59.5% in Fall 2013) and non-traditional age students (40.5% in Fall 2013).

Table 6.4: Fall Enrollment by Gender

Gender	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Female	3216	57.9%	3174	57.1%	2956	56.0%	2983	55.0%	2887	53.7%
Male	2246	40.5%	2315	41.6%	2272	43.1%	2431	44.8%	2441	45.4%
Not disclosed	89	1.6%	71	1.3%	48	0.9%	13	0.2%	49	0.9%

Table 6.5: Fall Enrollment by Race

Race	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
American Indian	22	--	21	--	27	1%	29	0.5%	34	0.6%
Asian	225	4%	221	4%	219	4%	227	4.2%	233	4.3%
Black	835	15%	847	15%	906	17%	901	16.6%	869	16.2%
Hispanic	619	11%	633	11%	671	13%	714	13.2%	755	14.0%
Not specified	344	6%	418	8%	406	8%	459	8.5%	570	10.6%
Pacific Islander	1	--	4	--	4	--	3	0.1%	4	0.1%
White	3387	61%	3315	60%	2947	56%	3003	55.3%	2814	52.3%
Non-resident	118	2%	101	2%	96	2%	91	1.7%	98	1.8%

Table 6.6. Fall Enrollment by Age

Age	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
Younger than 18	26	0.5%	33	0.6%	19	0.4%	30	0.6%	38	0.7%
18-19	1163	21.0%	1077	19.4%	976	18.5%	1043	19.2%	1044	19.4%
20-21	1140	20.5%	1138	20.5%	1145	21.7%	1121	20.7%	1093	20.3%
22-24	968	17.4%	1015	18.3%	954	18.1%	1008	18.6%	1066	19.8%
25-29	820	14.8%	848	15.3%	818	15.5%	897	16.5%	858	16.0%
30-34	418	7.5%	438	7.9%	437	8.3%	457	8.4%	421	7.8%
35-39	289	5.2%	278	5.0%	271	5.1%	257	4.7%	260	4.8%
40-49	464	8.4%	473	8.5%	423	8.0%	401	7.4%	388	7.2%
50-64	207	3.7%	219	3.9%	208	3.9%	201	3.7%	192	3.6%
65 or older	6	0.1%	8	0.1%	7	0.1%	6	0.1%	6	0.1%
Not disclosed	50	0.9%	33	0.6%	18	0.3%	6	0.1%	11	0.2%

Due to recent organizational changes, some of the responsibilities that the International Education Office has held are now transitioned to the Admissions, Advising, Counseling, and Student Life/Activities Offices. The International Education Office has provided support and services for international students, study abroad students, immigrant students, and undocumented students. The Office has also provided international and intercultural programming for the college community at large. In AY 2013-14, the International Education Office worked with 95 (fall) and 97 (spring) F1 visa international students.

Through the Admissions Office, the Primary Designated School Official (PDSO), supported by the Designated School Official (DSO), is responsible for general immigration advising on all Student and Exchange Visitor Information System (SEVIS) records. These staff members act in accordance with the Department of Homeland Security (DHS) and the Student and Exchange Visitor Program (SEVP). They run workshops for international students throughout the academic year focusing on Optional Practical Training (OPT), Taxes, Driver's License Procedures, Employment, and International Student Orientation and assist with Economic Hardship Applications and Optional Practical Training Applications for United States Citizenship and Immigration Services (USCIS). These staff members also administer all phases of international student admissions procedures, including Change of Status Applications from other visa categories (J-1, B-1, H-1, etc.) to the student visa F-1. In collaboration with other departments, the staff also visit English language schools and attend college fairs to recruit International students on F-1 visas. The Admissions Office also provides student support to Deferred Action for Childhood Arrival (DACA) students by organizing the Understanding Immigrant Student Issues Events and Multicultural Nights.

Reading/Writing Center, Math/Science Center, and Peer Tutoring

The Academic Achievement Center (AAC) offers a wide range of academic student support services. The Center is comprised of five key areas: the Reading and Writing Center, the Math and Science Center, the Peer Tutoring Program, Disability Resources, and Testing Services. All services are offered at both the Wellesley Hills and Framingham campuses. The Academic Achievement Center also offers daytime, evening, weekend, and online options for student support. In addition to the one-on-one and small-group assistance offered by professional learning specialists in the Reading and Writing Center and Math and Science Center, the Academic Achievement Center provides embedded learning specialists and tutors for specific classes. For example, particular learning specialists are assigned to the self-paced developmental math sequence, and for English 101/102 ePortfolio classes.

The mission of the Academic Achievement Center (AAC) is focused on retention and achievement and encourages a culture of active learning. The mission is posted on the AAC website and in the print brochures that are widely distributed across campus. The AAC works closely with faculty to identify areas in which students need additional support. For example, the AAC regularly communicates with faculty to identify classes for which peer tutor support may be needed and seeks recommendations from faculty for prospective peer tutors. The AAC also works with other academic and student services departments to deliver workshops. For example, the Math and Science Center learning specialists hold dosage calculation workshops for the nursing students, and the Reading and Writing Center learning specialists collaborated with Academic Advising Office on transfer essay writing workshops.

In the academic year 2013-2014, the AAC held 7,841 appointments or drop-in meetings across the Reading/Writing, Math/Science, and Peer Tutoring areas. This represents 1,162 students served with an average of 6.7 appointments per student. This data also represents Year 1 collection efforts using the new StudentTrac software, which is generating more comprehensive and complete data than previously compiled.

The AAC website thoroughly outlines all student academic services in The Reading and Writing Center, Math and Science Center, Peer Tutoring, Disability Resources, and Testing Services. Representatives visit English, math, science, and other classes as requested at the beginning of each semester to describe available services, distribute brochures outlining these services, and answer student questions. The AAC hosts daytime and evening Open Houses on both the Wellesley and Framingham campuses at the beginning of each semester. A number of faculty members bring their entire classes to these Open Houses.

Disability Resources

The AAC's Disability Resources department helps students with physical, psychiatric, learning, and other types of disabilities gain equal access to all educational opportunities. Disability specialists work one-on-one with students in an interactive process to determine what accommodations from ASL interpreters and note takers to extended time on exams to assistive technology. Daytime and evening appointments are available. Disability Resources, often in collaboration with other departments, periodically offers student self-advocacy groups and hosts speakers and other events for Disabilities Awareness Month. In AY 2012-2013, Disability Resources provided accommodations for 660 students; in Academic year 2013-14, Disability Resources provided accommodations for 586 students.

Testing Services

Testing Services in the AAC administers the Accuplacer placement tests in reading, writing, ESL, and math for incoming MassBay students. This department holds testing dates on all three campuses, and it provides weekday, evening, and weekend testing availability. In 2014, Classroom 210, in the AAC on the Wellesley campus was dedicated to Testing Services to provide greater flexibility and availability of testing times to students. In 2012-13, the Academic Achievement Center administered placement tests to 3,332 students. In 2013-14, the AAC administered placement tests to 2,620 students.

Working with the Math and Science Center and the Reading and Writing Center, Testing Services also provides a series of one- and two-hour information and preparation workshops before the placement testing dates. These workshops help students review basic material and learn about the test format and test-taking strategies. Workshops are also offered over a wide range of times and locations to accommodate student scheduling needs. Testing Services staff members also proctor make-up testing on both the Wellesley Hills and Framingham campuses for any student who misses an in-class exam for a legitimate reason and arranges with his or her instructor to take the test through the AAC.

Staff, Funding, and Facilities for the Academic Achievement Center

In the Academic Achievement Center, the Reading and Writing Center, Math and Science Center, and Disability Resources are staffed by learning specialists who hold a minimum of a Master's degree, are members of the MCCC collective bargaining unit, and often teach in the classroom as well as one-on-one in the AAC. A professional development day is offered at the beginning of each semester for all learning specialists and office staff, and the AAC holds monthly meetings and professional development opportunities. Peer tutors are successful students who have been trained by, and work with, AAC staff. The Peer Tutor Program is in the process of being re-certified by the national College Reading and Learning Association.

Funding for the Academic Achievement Center's five centers comes from both local funding and a range of grants, including the Perkins grant, the Department of Labor grant, the Title III grant, the Massachusetts Performance Incentive Fund, and the STEM Starter Academy grant. These grants have helped the AAC to extend its evening and weekend hour services, provide additional learning specialist coverage during peak hours, and offer math placement workshops. Grant funding allows pilot programs to be tested before being assumed under local funds. Many of these grants specifically target high at-risk populations. Grants provide considerable supplement to AAC services and are responsible for a large percentage of the department's main activities. Losing these grants could put the College at risk of not being able to provide academic services at the level that students have come to expect, which are critical to retention efforts.

On the Wellesley campus, the AAC occupies a significant portion of the second floor, with rooms divided into five centers, office space, and common area. Many of the walls internal to the AAC are movable, so that space can be rearranged within the current footprint to better meet the needs of students. For example, the Reading and Writing Center walls can be pushed out to occupy more of what is now a common waiting area. The re-allocation of classroom 210 as a testing space has enabled the Academic Achievement Center to offer additional testing at more convenient times to incoming MassBay students. On the Framingham campus, the Academic Achievement Center occupies a modest-sized and poorly configured space. Reception is located in an internal room, and Disability Resources does not have sufficient space for quiet student testing. These concerns have been addressed in the floor plan requests submitted to the new Framingham Campus Planning Committee. Technology is adequate in the Academic Achievement Center departments on both campuses, with sufficient computers and printers available to students and staff. Expansion of the wireless infrastructure has significantly improved the ability of both students and staff to take advantage of the online systems the College offers.

Student Services

MassBay hosts a variety of student services, including academic advising, career counseling, personal counseling, and health/wellness opportunities. Each year, the Office of Student Development publishes a student handbook that outlines the student services available on campus, as well as the College's code of conduct and students' rights and responsibilities. The student services' mission is reviewed annually in preparation for the annual handbook. A listing of student services is posted on the College's website, in the annual student handbook, and is distributed during new student orientation.

Academic Advising

MassBay students are assigned an advisor according to their program of study. Academic advisors help students develop academic plans that are compatible with each student's professional and life goals. They introduce students to College resources; inform them about academic program requirements; assist them with the selection of both a major and the appropriate courses; and counsel them about graduation and transfer opportunities.

Each degree and certificate-seeking student enrolled in classes at MassBay is assigned to an advisor. Full-time faculty members generally serve as academic advisors for 18 students each. Last academic year, 1,434 students were assigned to faculty advisors. Ten full-time professional staff members were assigned between 18 and 30 students each, and 10 full-time administrators were assigned between 5 and 50 students each. A total of 430 students were assigned to professional staff and administrators for 2013-2014.

For AY 2013-2014, 1,044 degree and certificate-seeking first-year students were assigned to advisors in the Advising Center, to academic coaches, and to professional staff members. The advisors in the Advising Center were also responsible for 2,417 students enrolled in classes at the college who were not assigned to a specific advisor. There are seven academic advisors in the Advising Center (four full-time and three part-time).

The Coordinator of Transfer Affairs and Articulation, also located in the Advising Center, offers comprehensive transfer services, including transfer workshops; one-on-one transfer counseling; and, coordination of other transfer resources such as campus visits and the semi-annual transfer fair at which over 40 four-year colleges represented. The transfer coordinator also provides general advising to students as needed. For the academic year 2013-2014, the transfer coordinator in Wellesley and another transfer specialist on the Framingham campus conducted a total of 937 one-on-one visits with students interested in transfer.

The Advising Center staff conducted a total of 13,561 one-on-one advising visits with students from August, 2013 through September 6th, 2014, including multiple visits from individual students. This number, however, does not include students advised at group advising sessions, at new student orientations and at transfer workshops.

Academic Advising collaborates with the Academic Achievement Center and Retention/Title III on using StudentTrac software to track student visits. From November 2010 until November 2011, staff advised 14,313 walk-ins and 1,482 appointments; from November 2011 until November 2012, 13,395 walk-ins and 1,059 appointments; from November 2012 to August 2013, 12,673 walk-ins and 1,461 appointments; and from August 1, 2013 to September 6th 2014, 13,561 walk-ins. Six thousand, two hundred and fifty-six (6,256) students used the Advising Center between August 1, 2013 until September 6, 2014. In each of the SOAR summer program in 2011 and 2012, approximately 1200 students used the Advising Center.

Financial Aid

The Department of Higher Education regulates most Financial Aid processes and procedures. Financial Aid reports to the Vice President for Finance and Administration. Students can learn

about the process and policies online at www.MassBay.edu/financialaid. The Financial Aid Handbook (also online) is the main document that guides a student through all the policies, procedures, eligibility, and related information. The Office holds FAFSA Workshops throughout the year. Financial Aid staff members are available to explain the financial aid process at Student Orientations, Open Houses, and Information Sessions.

Student Development

The MassBay Office of Student Development provides services to support students and oversees the Code of Conduct, the Student Handbook, the Childcare Reimbursement Program, Commencement, the College Appeals Board, immunization records, student withdrawal from college/medical leave, and Gay, Lesbian, Bisexual, Transgender Support Services. Student Development also houses the offices of Career Services, Counseling Services, Orientation (SOAR), Sports and Wellness, Student Activities, Summer Scholars, Transitional Scholars, and Veterans Affairs.

Career Services

MassBay students are offered career exploration and career counseling service in individual and group sessions. Career Services helps students choose a major, explore careers, and set goals. The office also teaches students how to write resumes and cover letters, provides valuable job search strategies, connects students with potential employers, assists students with finding internships, advises unemployed workers, and processes extensions of unemployment benefits (e.g., Section 30). The office also works closely with local towns and agencies to help foster a collaborative workforce relationship. In addition to collaborating with external agencies, the department works closely with faculty and deans to review and expand internship opportunities. In academic year 2011-2012, students made 565 appointments for career services. In 2012-2013, students made 350 appointments for career services. In academic year 2013-14, students made 336 appointments for career services.

Counseling Services

MassBay offers personalized mental health counseling for enrolled students. Licensed mental health counselors are employed full-time to address a variety of personal issues that may adversely affect a given student's academic and personal well-being. Counseling Services provides short-term individual therapy for students and makes referrals to local specialists. Services are free of charge and confidential as defined by law. Counseling Services provides consultation to faculty and staff about student mental health and behavioral concerns. Services also include educational programs on a variety of topics throughout the academic year. Recent programs include therapy dogs for stress reduction, mental health screenings, and suicide prevention. Over the past ten years, Counseling Services has developed a successful Graduate Internship Program for mental health counseling. We have trained and prepared 12 Master's level students for professional licensure in this field.

In AY 2013-14, Counseling held 721 student appointments for a total of 189 students. In the last three years combined, Counseling held 2,122 appointments for a total of 485 students. Additionally, in AY 2013-2014, Counseling conducted 82 psycho-educational or outreach

encounters that reached 1,020 people. These outreach efforts include workshops for students and staff on college student mental health topics and efforts to inform and encourage the student body to access services. Over the past three years, Counseling conducted 152 such outreach encounters and reached a total of 2,344 people. Finally, Counseling conducted 71 consultations with faculty and staff in AY 2013-14 and 115 consultations total over two of the previous three years. For data collection and documentation, Counseling uses the Titanium Schedule software package that is used by over 900 college counseling centers.

For international students, the Primary Designated School Official (PDSO) and Designated School Official (DSO) collaborate with Counseling Services to ensure student needs are met and create a more unified college-wide supportive environment. First Friday International Lunch Hours on the Wellesley and Framingham campuses are put together in collaboration with the Counseling Center to allow students to have round table discussions, to meet new friends, share their stories, gain support, and learn about MassBay services.

Orientation (SOAR)

The Student Orientation, Advising, and Registration (SOAR) program prepares new students to start college more successfully. Students receive information on support services, financial aid, and billing, and they attend sessions on academic success and campus technology. Additional goals of the SOAR program include increasing students' confidence, easing their anxieties about college, and helping them build community. Thus, MassBay emphasized creating connections between students, their peers, faculty, and staff.

In 2013-2014, day, evening, or weekend new student orientation was offered 15 times from June through August for fall starters, and 10 times from November through January. In AY 2012-2013, 1,484 students attended SOAR. In AY 2013-2014, 1,439 students attended SOAR. The College also has an online orientation at <http://www.goMassBay.com>.

Student orientation leaders and faculty members, who assist with presentations on classroom expectations and help students select classes, join with student services personnel to staff orientation sessions. The orientation committee, which is multi-disciplinary, meets weekly to monitor the program's progress and make changes. MassBay also offers a Family Orientation Program twice a year to educate parents and other family members about the college experience and the support services MassBay offers. The program focuses on building allies who will help students succeed.

Sports and Wellness

MassBay is committed to providing a quality intercollegiate athletic program for all students interested in participating. Students who are full-time and maintain a GPA of 2.0 are eligible to participate on an intercollegiate team. Currently, students compete in men's baseball, golf, basketball, and soccer, and women's basketball and soccer. The College also has a coed track and field team. MassBay is a member of the Massachusetts Community College Athletic Conference and the National Junior College Athletic Association. Students compete for state, regional, and national honors and championships. Coaches and players abide by all conference standards and ethics regarding eligibility and sportsmanship.

Last year MassBay had 90 student-athletes participate on 7 intercollegiate teams. During the past 3 years, we had 295 student-athletes participate on our athletic teams. The Athletics, Recreation and Wellness Center has offered classes in Yoga-Flow-Zumba, Tae Kwon Do, Salsa, Aerobics, and Conditioning over the past 3 years. During the past 3 years, approximately 6,000 students, faculty and staff have visited the Athletics, Recreation and Wellness Center with 2,871 during the past year. A professional learning specialist from the Academic Achievement Center is posted in the Athletics Center for eight to ten hours each week to consult with student athletes about their academic work and make referrals to other services as needed.

Student Activities

The Office of Student Activities promotes student leadership, decision-making, planning, programming, and community building. It works with student organizations to provide a broad range of social, recreational, educational, and cultural programs. Approximately 24 to 30 student clubs are active each semester. Each club has its own executive board and leadership opportunities. Many clubs have goals which correspond to academic programs or majors and, thereby, complement students' studies and provide great hands-on experience. Below is a list of all the current student clubs.

Table 6.7. MassBay Student Clubs

MassBay Current Student Clubs			
Anime Club	Business Club	Education Club	Engineering Club
Environmental Club	Fitness Club	Glee Club	Gospel Choir
Human Services Club	Indian Club	Latinos Unidos	MassBay Players
International Club	Math Club	Nurses' Club	Science Club
Legal Studies & Criminal Justice Club	Veterans Club	Sociology Club	Surgical Technology Club
M.A.S.T.E.R Computer Club			

Additionally, approximately 10-12 students work as Orientation Leaders each year. In addition, up to 30 students per year assume academic leadership roles by becoming peer tutors through the Academic Achievement Center. Students may also choose to develop their leadership skills within the Student Government Association (SGA). SGA is the student governance process through which the student body communicates issues and information to the College administration. Semi-annual elections are held on both the Wellesley and Framingham campuses. Given recent organizational changes, some of responsibilities that the International Education Office held are now offered in collaboration with Student Activities. These include cultural field trips, multicultural campus events, the Cultural Dialogue series, the World Beyond Your Horizons exhibit, and International Education Week activities.

Summer Scholars

Beginning in the summer of 2008, MassBay welcomed a cohort of 16 students who were at-risk academically because they tested into two or more developmental courses. This pilot of the Summer Scholars Program (SSP) for 16 first time, full-time students included two developmental courses, Math 095 and Writing 100. In addition, a bi-weekly Lunch Seminar was established, which supplemented the developmental coursework and developed the students' awareness of the sophisticated study strategies, reading skills, and math concepts they need to be successful in college. Through the Summer Scholars Program, students were able to earn seven credits before the start of their fall semester. MassBay has since expanded this program, with spaces for up to 30 new students. Students who enroll in this program have a higher retention rate than those in the general population. The program creates a sense of belonging. That and the concrete experience of fulfilling developmental course requirements validate students, helping to transform high-risk students into independent and confident learners.

Transitional Scholars

MassBay has been supporting students with Intellectual and Developmental Disabilities since 2007 through the Inclusive Concurrent Enrollment (ICE) grant initiative. What began at the ICE has grown into the Transitional Scholars Program, a student-centered program for transition-age students currently enrolled in high school transition programs or transitioning from high school to post-secondary education. Through Transitional Scholars, students are able to access educational coaches for enhanced support in the college setting and take courses that align with their career goals. Students in this program are gaining life skills, knowledge, confidence, and maturity. Since the program began, MassBay has partnered with 8 school districts and provided 59 students with an inclusive college experience. An internship component is being added to the program beginning this academic year through which transitional students will be able to participate in non-credit internships, arranged by the Office of Career Services, during the semester which will give them invaluable hands-on job experience. MassBay is also interested in becoming a Comprehensive Transition Program through the U.S. Department of Education which would allow eligible students to receive financial aid while attending the Transitional Scholars Program.

Veterans Affairs

The Veterans Services Office assists student veterans, dependents of veterans, reservists, and active military as they apply to, attend, and advance beyond MassBay. We connect students with the resources they need to successfully transition to classroom, to a career, or to transfer to a 4-year institution. This includes help veterans navigate the admissions process, apply for financial aid and for U.S. Department of Veterans Affairs education benefits, and receive academic advising and career counseling. The Coordinator of Veterans Affairs acts as a liaison between the student and campus resources to ensure that the issues unique to student veterans/military are adequately addressed. In AY 2013-14, Veterans Services worked with 139 students in the fall semester, 130 students in the spring semester, and 64 students in the summer semester. These totals represent a combination of veterans, active military, reservists, and dependents of veterans who enrolled at MassBay using some form of the GI Bill, Reserve assistance, or tuition waiver.

MassBay has a full time and one part-time Certifying Official/career counselor working with student veterans and military personnel. The VA department also has one work-study student and a Veterans Committee made up of key college faculty and staff. Student veterans have a designated meeting space, termed “The Bunker.” The department has increased membership in our on-campus Veterans’ Club, strengthened relationships with local Veterans Services Officers, and developed paid internships specifically for student veterans.

Staff, Funding, and Facilities for Veterans’ Affairs

The Office of Student Development, including the Veterans Office, Career Services, Counseling Services, Student Activities, Summer Scholars, and Transitional Scholars Program is staffed by employees who hold a minimum of a Master’s degree. Some are members of the MCCC union and others are non-unit professionals (NUPs). Staff meetings are held on a regular basis to monitor the progress of work.

These offices are generally supported by local funds, although at times we have applied for and received grants, which have allowed us to pilot new programs and hire additional staff. These have proven to be invaluable to our departments and have allowed for permanent positions and programs to be created (i.e., Transitional Scholars Program). Currently, there is no student lounge or common space for students. For the most part, students gather in the cafeteria. Office space for these areas is also very limited. Over the last ten years, we have relocated offices several times as we adjust to new staff or initiatives.

Title III and the Center for Teaching, Learning, and Technology Innovation (CTLTI)

CTLTI has sponsored more than 30 faculty workshops to promote Title III goals of student success through student-centered instruction and engaging active learning assignments that reflect universal design concepts. The inclusion of adjunct faculty members in CTLTI workshop and events has been a central concern of the staff because part-time faculty members are responsible for teaching the majority of MassBay courses. CTLTI has contributed to the planning and execution of a number of all-day professional development days, such as the Annual Summer Institutes and the EDTech Collaborative.

CTLTI has also worked with faculty members on the re-design of developmental education courses to ensure student success, accelerate readiness for college-level work, and reduce time-to-degree completion or transfer, and reduce student debt. The Center has also worked with all faculty members, who are developing online or hybrid course, to help them to reimagine their courses through the incorporation of active and collaborative learning assignments to address the needs of MassBay’s diverse student body.

The College has just completed a two year (2012 -2014) student-centered initiative, the Title III iPad project, which put iPads into the hands of students enrolled in one section of Introduction to Paralegal Studies, Legal Research and Writing II; two sections of English I; and three sections of Child Development.

Students' Rights

MassBay's policies on students' rights and responsibilities, including the grievance procedure, are clearly stated and published in the annual student handbook, which is available on the College's website. Students' rights and responsibilities are addressed during new student orientation, including a section on the online orientation.

Student record confidentiality is maintained according to The Family Education Rights and Privacy Act of 1974 (FERPA) standards and regulations. The Registrar is the custodian and the official keeper of student records, and as such The Office of the Registrar maintains student academic records and ensures that student rights are protected under FERPA. Student records are electronically maintained, and access requires electronic security permission controlled by a combination of user login ID and a password. The Registrar controls different levels of access and grants access based on need. In addition to electronic record keeping, student records are kept in a secured central file room, located on the Wellesley Hills campus, in locked cabinets that can only be accessed by electronic codes. Only authorized members of staff who need to work with these files have access to them. FERPA statements can be found in print as well as electronically, in the Student Handbook, the College Catalog, and on the College Web Site.

Retention and Graduation

Because MassBay is an open-access institution, all programs and services designed to support student success are critical, and it is important that students know about and have access to all supports. All new students in degree programs are assigned specific professional advisors, and part of the advising duty is to reach out to students and refer them to appropriate services and resources.

MassBay tracks data related to enrollment and student success through a variety of methods and for a range of purposes. Basic enrollment and retention data is collected and disaggregated for various important subpopulations, such as by gender, race, and age. Much of the data is published for both internal and external audiences in the MassBay Factbook each year. Additionally, the College runs a snapshot report every semester that informs the College community about the demographics and other characteristics on the incoming students. MassBay uses this data to inform recruitment strategies. A succinct graphic on student success is available in [Appendix 6-1](#).

The Factbook data is charted for a five-year period. It begins with Fiscal Year Enrollment data and is separated in the three sections of Fall, Spring, and Summer. It also is broken down by headcount, FTE, and Non-Credit enrollments. In 2012/2013 Fall Headcount was 5,427, Spring 5,232, and Summer 2,485. The FTE for Fall was 3,323, Spring 3,108, and Summer 818. The Annual Enrollments for 2013 had a Headcount of 8,072, Non-Credit of 422, and FTE of 7,250. Retention rate for Fall 2012 to Spring 2013 was 67.60%. The college had 1.6% transfers to other 2-year institutions, and 5.5% to 4-year institutions.

After each semester has concluded, the Department of Institutional Research creates a Course Completion and a Course Utilization report. The Course Completion report helps to identify where students may be struggling and can inform when and how the curriculum may need to be

revised or reviewed. The Course Utilization report helps to inform course offerings, and the number of sections offered for each course. These reports provide specifics for each of the four academic divisions as well as online offerings. Recently, the Board of Trustees has asked each of the Deans and department chairs to report on key indicators of student success, including the four-year graduation and four-year transfer rate, as the College looks to evaluate individual programs.

While much data is collected and shared with college leadership and Academic Affairs, one challenge is in getting this information to student services departments and operations-level staff, who can then use it to better inform student-specific programs and services. There are also a few areas, such as job placement and alumni records, in which we are aware of the need for better tracking.

Appraisal

MassBay's student services departments offer a student-centered, individualized approach to provide services in a wide variety of formats and for a range of student audiences. The College actively addresses the needs of veterans, single parents, working adults, traditional-age students, student athletes, ESL students, international students, and students with disabilities. MassBay supports students who are in Wellesley Hills, Framingham, or Ashland; online or in person; full-time or part-time; daytime, evening, or weekend; and certificate or degree-seeking.

Fiscal challenges are inevitably felt strongly at the staffing level, as salaries are a significant expenditure of the College, and tuition largely drives the funds available for staffing. The College has continuously re-evaluated needs and priorities, with the aim of ensuring minimal reduction in direct student services. While change can be positive, too much change, too rapidly has the potential to negatively affect direct student services. Many of MassBay's student services departments depend heavily on grant funding. As the College moves forward, it will be important for student services departments to work closely with the grants office to ensure long-term sustainability of successful programs. Programs and new projects funded and developed with monies for Title III and the Center for Teaching, Learning, and Technology Innovation have had a significant impact on teaching and learning, and on students' progress toward degree or transfer. It will be important for MassBay to sustain these projects.

Communicating data effectively across departments is important for the long-term sustainability of successful programs. The student services area and Office of Strategic Planning, Institutional Effectiveness and Grants Development will benefit from regular inter-departmental communications regarding department-level and college-wide data. Such data sharing will be especially important in helping student services departments continue to adapt to and meet student needs as effectively as possible.

While the College has been adept at re-allocating space to best serve student needs, the facility layouts, square footage, and deferred maintenance constitute a significant challenge. Office space allocations have improved since the last 10-year NEASC report; however, space allocations still do not fully meet student needs. Building the new Framingham campus, and addressing the needs of aging Wellesley campus facilities constitute a significant challenge.

Appraisal of Admissions

Admissions focuses its efforts on recruiting and enrolling students across a wide range of constituencies. It engages with the local community through in-person outreach and coordinates closely with the Marketing department on the development of print, online, and other initiatives and partnerships. A recruitment/outreach plan for MassBay Community College has been used in FY2014-15 to enhance the focus of the Admissions Office's recruitment efforts. A new, more long-term and comprehensive recruitment and enrollment plan is presently in development for the upcoming fiscal year. Areas to be addressed in this plan include overall enrollment growth, as well as targeted enrollment growth within academic divisions and demographic groups.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ During 2015-2016, the College will develop a comprehensive student enrollment plan that will clarify the pathways and processes of students from their first contact at the College through certificate and degree completion. 	Vice President of Enrollment Management, Marketing & Student Services; Dean of Students; Director of Admissions
<ul style="list-style-type: none"> ▪ The College will continue to evaluate its use of space and develop plans to increase space allocation for direct use by students, such as study areas, lounges, and club and group project spaces. 	Dean of Students; Director of Facilities; Campus Planning Committee
<ul style="list-style-type: none"> ▪ The College will seek external grant support to sustain efforts, such as Title III and the Center for Teaching, Learning, and Technology Innovation that have significantly impacted student learning. 	Executive Director of Title III; Director of Grants Development;

Institutional Effectiveness

MassBay serves a diverse student population with a wide variety of needs. The College offers a significant range of student services, from extensive academic support through the Academic Achievement Center and Academic Advising, to Student Development, Student Activities, Career Services, Counseling, Veterans Services, Sports and Wellness, and Financial Aid. MassBay has optimized its staff and physical plant resources under challenging fiscal times to maximize student services.

In recent years, student services departments have improved efforts to track and assess student usage so as to better allocate services across the multiple campuses and constituencies. MassBay will benefit from continued, coordinated tracking of student usage across all student services departments, as well as from improved data sharing with the Office of Strategic Planning, Institutional Effectiveness and Grants Development. Additionally, more systematic evaluation of the effectiveness of grant-funded projects, with a move toward sustaining successful efforts, will benefit the College moving forward.

Table 6.8: Data First Forms, Standard 6: Students (Admissions)

Standard 6: Students						
(Admissions, Fall Term)						
					?	
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Freshmen - Undergraduate	?					
Completed Applications	?	1,910	1,992	2,134	2,240	2,352
Applications Accepted	?	1,874	1,980	2,125	2,231	2,343
Applicants Enrolled	?	843	954	915	961	1,009
% Accepted of Applied		98.1%	99.4%	99.6%	99.6%	99.6%
% Enrolled of Accepted		45.0%	48.2%	43.1%	43.1%	43.1%
Percent Change Year over Year						
Completed Applications		-	4.3%	7.1%	5.0%	5.0%
Applications Accepted		-	5.7%	7.3%	5.0%	5.0%
Applicants Enrolled		-	13.2%	-4.1%	5.0%	5.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
Transfers - Undergraduate	?					
Completed Applications		634	606	613	644	676
Applications Accepted		625	605	611	642	674
Applications Enrolled		305	297	230	242	254
% Accepted of Applied		98.6%	99.8%	99.7%	99.7%	99.7%
% Enrolled of Accepted		48.8%	49.1%	37.6%	37.7%	37.7%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree - All Program	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.						

Table 6.9: Data First Forms, Standard 6: Students (Enrollment)

Standard 6: Students							
(Enrollment, Fall Census Date)							
						?	
Credit-Seeking Students Only - Including Continuing Education							
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)	
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	
UNDERGRADUATE		?					
First Year	Full-Time Headcount	1,447	1,676	1,566	1,644	1,726	
	Part-Time Headcount	2,095	2,384	2,494	2,619	2,749	
Total Headcount		3,542	4,060	4,060	4,263	4,475	
Total FTE		2,190.5	2,528.0	2,487.5	2,562.1	2,638.9	
Second Year	Full-Time Headcount	646	382	395	415	436	
	Part-Time Headcount	1,137	985	922	968	1,016	
	Total Headcount		1,783	1,367	1,317	1,383	1,452
	Total FTE		1,118.2	794.9	782.2	805.6	829.7
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount						
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount						
	Total FTE						
Unclassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount						
	Total FTE						
Total Undergraduate Students							
Full-Time Headcount		2,093	2,058	1,961	2,059	2,162	
Part-Time Headcount		3,232	3,369	3,416	3,587	3,765	
Total Headcount		5,325	5,427	5,377	5,646	5,927	
Total FTE		3,309	3,323	3,270	3,368	3,468.6	
% Change FTE Undergraduate		na	0.4%	-1.6%	3.0%	3.0%	
GRADUATE		?					
Full-Time Headcount		?					
Part-Time Headcount		?					
Total Headcount		-	-	-	-	-	
Total FTE		?					
% Change FTE Graduate		na	-	-	-	-	
GRAND TOTAL							
Grand Total Headcount		5,325	5,427	5,377	5,646	5,927	
Grand Total FTE		3,309	3,323	3,270	3,368	3,468.6	
% Change Grand Total FTE		na	0.4%	-1.6%	3.0%	3.0%	
<p>*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.</p>							

Table 6.10: Data First Forms, Standard 6: Students (Financial Aid, Debt, Developmental Courses)

Standard 6: Students (Financial Aid, Debt, and Developmental Courses)						
Where does the institution describe the students it seeks to serve?						
http://www.massbay.edu/servicearea/						
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Student Financial Aid						
Total Federal Aid		\$11,277,106	\$10,872,076	\$10,563,616	\$6,547,291	\$10,229,665
Grants		\$6,143,118	\$5,916,418	\$6,173,629	\$5,099,161	\$5,975,184
Loans		\$5,044,112	\$4,876,222	\$4,309,878	\$1,390,747	\$4,171,341
Work Study		\$89,876	\$79,436	\$80,109	\$57,383	\$83,140
Total State Aid		\$1,215,206	\$1,243,721	\$1,172,191	\$1,200,000	\$1,210,373
Total Institutional Aid		\$0	\$0	\$0	\$0	\$0
Grants		\$0	\$0	\$0	\$0	\$0
Loans		\$0	\$0	\$0	\$0	\$0
Total Private Aid		\$319,848	\$401,978	\$520,806	\$500,000	\$414,211
Grants		\$32,427	\$63,495	\$72,479	\$70,000	\$56,134
Loans		\$274,995	\$334,483	\$440,827	\$232,930	\$350,102
Student Debt						
Percent of students graduating with debt*						
Undergraduates		27%	33%	34%	30%	31%
Graduates		n/a	n/a	n/a	n/a	n/a
For students with debt:						
Average amount of debt for students leaving the institution with a degree						
Undergraduates		\$10,279	\$10,846	\$9,893	\$9,038	\$10,334
Graduates		n/a	n/a	n/a	n/a	n/a
Average amount of debt for students leaving the institution without a degree						
Undergraduates		\$ 6,133.00	\$ 5,821.00	\$ 5,661.00	\$ 6,675.00	\$ 5,858.00
Graduate Students		n/a	n/a	n/a	n/a	n/a
Cohort Default Rate		8.9	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses**						
English as a Second/Other Language		2.7%	2.9%	2.6%		
English (reading, writing, communication skills)		15.4%	12.8%	12.2%		
Math		19.6%	17.3%	19.5%		
Other		0.5%	0.5%	0.5%		
* All students who graduated should be included in this calculation.						
**Courses for which no credit toward a degree is granted.						
***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.						

Standard Seven:

**Library and Other
Information Resources**

Standard Seven: Library and Other Information Resources

Description

MassBay's Learning Services Department facilities comprise two full service campus libraries and a satellite location at the Ashland Technology Center. MassBay Learning Services supports student success and maintains information resources, which are comprehensive in scope, current, and evaluated on an ongoing basis. Professional librarians with significant faculty input oversee the collection development process. These resources are available online and off-campus, in laboratory and clinical settings when possible, and are accessible to all students, staff, and faculty. MassBay community members can use electronic resources remotely from the Department's webpage at www.massbay.edu/library. The Department is also responsible for the coordination of faculty course evaluations at the College.

The Library provides a collection of over 45,000 print volumes divided among the Wellesley Hills and Framingham campuses, print and e-journal subscriptions to 205 journals and eight newspapers, and access to numerous online periodical and academic databases. With these resources, MassBay has ensured accessible, appropriate resources and research experiences to the entire academic community, even students within demanding technical and scientific fields. The Library is able to accomplish this on the budget indicated below.

Table 7.1: Summary of Library Budget

	FY2011	FY2012	FY2013	FY2014
Materials	\$97,880	\$60,750	\$84,276	\$96,406
Salaries	\$356,005	\$389,134	\$413,100	\$478,438
Operating Expenses	\$22,955	\$23,448	\$28,020	\$27,441
Totals	\$476,840	\$473,332	\$525,396	\$602,285

Other outstanding features of MassBay's Library include the College's membership in the 43-member Minuteman Library Network, which connects many public and college libraries throughout the MetroWest and Boston areas. MassBay students, faculty and staff have access through this network to as many as 6 million items in member library collections, including books, children's literature, periodicals, journals, and audiovisual materials. These resources can be requested via the College's integrated library system and delivered to the appropriate campus. Similarly, items from MassBay's Library can be sent to libraries in surrounding towns, as needed. Formats available in the Library's holdings include books, e-books, professional journals, DVDs, 12,000 streaming videos, podcasts, and research databases. There is a reserve

collection on each campus providing supplemental reading, non-required texts, solution manuals, and anatomy and physiology models, as well as books-on-tape for visually impaired students. The Library's instructional services include training on the best uses of new and established resources and on effective technology usage. Library staff provide access to professional instruction both individually and in the classroom.

Table 7.2: Collection Profile

Year	Unique Titles	Titles Shared by Minuteman Libraries	Percentage of Titles Unique to MassBay	Titles Held by College	Total Items
AY2013	13,348	24,818	35%	38,166	46,019
AY2014	13,872	24,625	36%	38,497	46,356

Table 7.3: Library Circulation

AY2010	AY2011	AY2012	AY2013	AY2014
7,716	10,339	12,901	19,304	18,515

See [Appendix 7-1](#): Learning Services Report for additional service statistics.

The MassBay Library belongs to the Massachusetts Library System, a state-funded organization of public, academic, school and special libraries providing continuing education, interlibrary loans and statewide delivery of library materials. The College is also a member of the National Network of Libraries of Medicine-New England Region (NN/LM-NER), which advances the progress of medicine and improves public health by providing access to information. The New England region of 565 members includes 16 resource libraries, 391 hospital and academic libraries, and 156 public libraries. The Network hosts the DOCLINE interlibrary loan system, which the Library actively uses to request and fill article requests.

The Library also belongs to the Massachusetts Conference of Chief Librarians of Public Higher Education Institutions (MCCLPHEI, Inc.) Through this group of state universities, colleges, and community colleges, MassBay has been able to take advantage of group purchases of electronic library resources. Members of MCCLPHEI, Inc. receive priority for interlibrary loan lending and borrowing.

The Library maintains a collection development policy with guidelines for acquisition and de-acquisition of materials ([Appendix 7-2](#)). The policy is available on the Library's website. Librarians work with academic departments to develop collections, provide information about Library services, and solicit feedback and suggestions. Faculty and staff are encouraged to submit suggestions for new library materials.

Similar to the collection development, librarians work collaboratively with faculty to develop, access, and modify a dynamic instructional program with the core objective to support the College's focus on student success. The program's underlying philosophy is built on our goal to

be responsive to the needs of both full-time and adjunct faculty, and to the learning styles of individual students. The program's pedagogy and methods are built on theories of cognitive development and metacognition. This supports the understanding that the most effective student-centered teaching is based on the student's active participation and reflection, and recognizes the student's perspective, motivation, and learning style. This philosophy of teaching recognizes active learning instruction as the method to develop skills that lead to critical thinking, retention, transfer across domains, and integrated, transformative learning. See [Appendix 7-3](#) for examples of Active Learning Example Assignments. The goal is alignment to assignments, learning objectives, and promotion of positive student outcomes ([Appendix 7-4](#)).

MassBay's Library instructional program has its basis in these ACRL Information Literacy Standards: Higher Education, Nursing, Distance Learning and Best Practices Guideline. Additionally, the program is evolving to reflect the understanding of Information Literacy as reflected in the new and developing ACRL Frameworks: Information Literacy as a Metaliteracy Construct, and also informed by an understanding of the threshold concepts serving as a foundation for the new Frameworks: Scholarship as a Conversation, Research is Inquiry, Authority is Constructed and Contextual, Information Creation as Process, Searching is Strategic, and Information has Value.

We continuously assess our instructional program in order to refine and improve teaching. We use various tools including pre- and post-tests, student and faculty feedback and LibGuides. We use LibGuides (a dynamic web-based tool which can be modified easily to respond directly to faculty and students) as our main channel for communicating Library information, and for providing access to Library resources and services. They have successfully improved outreach to the community both online and face-to-face. Librarians are also using LibGuides to assess the effectiveness of instruction and to quickly respond to informal and formal feedback from faculty and students.

On the Framingham campus the Learning Resources Center occupies 9,700 square feet and houses the Library, the Academic Achievement Center and the Academic Computing Center. In Wellesley Hills, the Library occupies 11,200 square feet. There is a dedicated library instruction classroom, a conference room, a quiet study area, and the Library Atrium. A staff of 13 includes the Director and two full-time librarians who serve as library coordinators—one for Framingham and one for Wellesley Hills (See the organizational chart). There are three part-time librarians. One librarian works day hours on each of the Framingham and Wellesley Hills campuses providing reference services. The other two part-time librarians work evenings and Saturdays at the Wellesley Hills campus library. There are three full-time library assistants. Two of the full-time library assistants work in Wellesley Hills—one manages business functions and copy cataloging; the other handles circulation services. On the Framingham campus there is one full-time library assistant who is responsible for both circulation and copy cataloging. There are three part-time library assistants who cover the libraries on Sundays in Wellesley Hills, and evenings and weekends in Framingham. We recently added a full-time staff assistant who is responsible for coordinating the College's course evaluation process in FY2014.

The Wellesley Hills campus library is open seven days a week during the fall and spring semesters. The Framingham campus library is open Monday through Saturday. The libraries are closed on weekends during the summer and over the winter break. The libraries electronic

resources can be accessed remotely 24/7 and there is an AskALibrarian email and text service where students can send questions, which will be replied to by the next day of business.

The Library gathers statistics on circulation, attendance, collection use data, and library instruction. This information is used to determine library trends and to assess the impact of its resources, instruction, and aids, such as LibGuides. This information is also used to help determine the future direction of library services.

Appraisal

MassBay's Library meets student needs and expectations. It has continued to experience high demand levels, particularly for use of its electronic resources, reserve materials and study space. LibGuides, online subject guides developed by Library staff and faculty went from over 25,000 views in 2012 to over 45,000 in 2013. As of May 2014, there have been over 51,000 views. The Library has also responded to student requests by restoring quiet study space and adding additional computers equipped with Microsoft Office on the Wellesley Hills Campus. To make the Library's resources more accessible, the department has developed a much more easily viewed and navigated home page on the College's website. This page better serves visually impaired users.

MassBay's Library is open 78 hours per week, more hours than all but one other community college in the state. Despite budgetary constraints, the Library provides students and faculty access to resources and materials related to program curricula. As the Library has experienced budget cuts in its materials budgets, it has reallocated money from print to electronic resources. There are fewer circulating print titles and the Library is purchasing fewer new print books and journals. In lieu of these, the Library is focusing more on subscribing to pertinent electronic periodical and reference databases. The streaming video library collection has more than 15,000 videos available and subscribes to over 43,000 e-journal titles through its EBSCO and Gale databases. The Library has purchased over 1,200 e-books and a growing collection of downloadable audiobooks. Students often prefer these electronic materials, and they better support the growing e-learning student population. To increase access to its electronic resources, the Library has made its home page more accessible to low vision users. It has also acquired a subscription to EBSCO Full Text Finder listing service and link resolver, which will make looking for journal articles simpler. In addition, MassBay will be rolling out Encore Duet, a research tool that exposes users to all library resources—electronic and print—in one single search statement.

Partnering with our Divisions, Faculty, and Championing Information Literacy

The Library is experiencing success with its Liaison initiative. The goal is to more closely partner with academic divisions and faculty. Results of these Liaison partnerships have included: developing assignments to support the evidence-based curriculum in the Health Sciences division; developing an industry specific library collection for the Automotive Technology division; and creating a DVD library for the Humanities division. Moreover, The Library has implemented an embedded librarian program, which provides for varying levels of library participation in a course, based on the needs of the instructor. Information on the Library's information efforts can be found in our Information Literacy Report ([Appendix 7-5](#)).

Host Programs

The Library hosts programs throughout the academic year celebrating Constitution Day, Native American Heritage Month and National Library Week. Over the years, we have brought to campus a best-selling author William Martin, a cultural interpreter on Wampanoag tribal life, a judge on the US Constitution, and hosted an annual poetry slam. The Library has partnered with other departments to host a Pow Wow and the Morris Dance company.

The Challenges

Due to limited funding, the Library has significantly reduced the number of print books and periodicals it acquires. While, often, electronic resources have been purchased as subscriptions to replace these items, they are not owned. Access is dependent on subscription renewal—or access will be lost. As subscribed content is leased to MassBay, access to this content is determined by contractual terms rather than by copyright fair use laws, resulting in more restrictive usage.

MassBay's libraries need physical upgrades in security, appearance, and access. The libraries need security systems to protect materials and provide gate counts. Loss rates are currently high, and as expensive electronic devices, such as tablet computers and other technological devices are circulated, they will further increase. Both the Wellesley Hills and Framingham facilities do not meet the demand for quiet study and group workspaces requested by students. In Framingham, there is not a dedicated library classroom for bibliographic instruction. There are also ADA accessibility issues for users at both campuses. Many issues related to Framingham will be addressed in the new campus projected for fall 2018.

As the College has a growing population of e-learners, the expectation for online services, such as real time chat with reference services, the Library requires more staff and financial resources to meet this demand. Staffing levels are too low; during evening and weekend hours, only one staff member is on duty at either campus. This situation is unsafe for staff and students and limits the level of services that can be provided. The Framingham campus library does not have a professional librarian on duty during evenings and weekends.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ Support library staff professional development through participation in partnerships, consortia and conferences as part of FY 2016 budget planning. 	Provost/Chief Academic Officer and Director of Learning Services
<ul style="list-style-type: none"> ▪ Strengthen the Library's instruction program, through which instructors can integrate a librarian into their course to include dedicated chat sessions, tailored instructional aids, and consultations for students and faculty. 	Director of Learning Services, Library Staff and Faculty
<ul style="list-style-type: none"> ▪ By summer 2015, create new assessment instruments for determining effective means for supporting distance learners remotely. 	Director of Learning Services and Director of Assessment
<ul style="list-style-type: none"> ▪ By fall 2015, develop a multi-year plan to migrate library print resources to electronic formats for ease of access by traditional and e-learning students. 	Director of Learning Services and Provost/Chief Academic Officer
<ul style="list-style-type: none"> ▪ Develop an on-going plan and related tools to effectively train students in the use electronic information resources as technologies evolve. 	Director of Learning Services and Library Staff
<ul style="list-style-type: none"> ▪ During 2016-2018, plan and design a dedicated Learning Commons library space for the College's new Framingham campus that will include library resources, instructional classrooms, individual study areas, group project areas and lounges, advanced technology, and tutoring and technical support in one facility. 	Director of Learning Services, Provost/Chief Academic Officer Framingham Executive Officer, and Vice President for Finance and Administrative Services
<ul style="list-style-type: none"> ▪ Continued partnership with the Center for Teaching, Learning and Technology Innovation to encourage the training and use of open educational resources by faculty. 	Director of Learning Services and Executive Director of Title III

Institutional Effectiveness

The College's Library and information resources are regularly assessed for their adequacy, usage, and provision of meaningful research and learning resources, tools, and services. Working with the Director of Assessment and the Vice President for Strategic Planning and Institutional Effectiveness, the Library evaluates the accessibility and quality of its resources to support professional development; enhance and aid student learning; provide pedagogical information, support, and technology to faculty; offer electronic access to a wide range of users; and provide adequate space for individualized and collaborative study. In order to ensure its effectiveness, the Library periodically administers faculty and student surveys and pre- and post-tests, conducts qualitative and quantitative analysis, and evaluates usage of its website and other technologies to determine user satisfaction with and demand for its services.

Library staff work closely with the Center for Teaching, Learning and Technology Innovation to define and revolutionize methods of instructional delivery and to embed library and technological resources and tools in the classroom for enhanced student success. The five-year Title III grant has provided increased professional development and training that have allowed library staff to affect new practices within the College, such as interactive chats, embedded librarians, instructional videos, and LibGuides. Staff will increase by 25% the number of guides used at the College in 2015. In addition, they will begin planning the creation of new guides for high demand subject areas.

Working with the Office of Strategic Planning, Institutional Effectiveness and Grants Development, the Center for Teaching, Learning and Technology Innovation, and the Campus Planning Committee, library staff are researching and evaluating new models of library space design and integrated Learning Commons for consideration in the new Framingham campus library design and for a redesign of library spaces on the Wellesley campus. This analysis and planning process will yield improved library facilities and research, instructional, and technological resources and tools on both campuses.

Table 7.4: Data First Forms, Standard 7: Library and Other Information Resources
Standard 7: Library and Other Information Resources
(Library)

				?	
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)	
(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	
Expenditures/FTE student					
Materials	\$155,028	\$134,419	\$126,605	\$106,780	
Salaries & Wages	\$393,933	\$413,049	\$471,005	\$468,001	
Other operating	\$56,015	\$28,020	\$111,258	\$99,966	
Collections					
Total print volumes	44,234	42,610	42,160	42,000	
Electronic books	1,314	1,314	1,350	20,448	
Print/microform serial subscriptions	416	341	341	210	
Full text electronic journals	n/a	n/a	47,000	89,698	
Microforms	9	9	9	9	
Total media materials					
Personnel (FTE)					
Librarians -- main campus	4.0	4.0	4.0	4.0	
Librarians -- branch campuses	1.0	1.0	1.0	1.0	
Other library personnel -- main campus	2.5	2.5	2.5	2.5	
Other library personnel -- branch campus	2.0	2.0	2.0	2.0	
Library Instruction					
?	Total sessions -- main campus	44	44	43	40
	Total attendance - main campus	770	877	843	680
	Total sessions -- branch campuses	53	52	64	60
	Total attendance -- branch campuses	1199	1129	1260	1200
Reference and Reserves					
?	In-person reference questions	5137	5591	1300*	1400*
?	Virtual reference questions	n/a	n/a	n/a	n/a
	Traditional Reserves:				
	courses supported	n/a	n/a	n/a	144
	items on reserve	n/a	n/a	n/a	993
	E-Reserves:				
?	courses supported	0	0	0	0
?	items on e-reserve	0	0	0	0

Circulation (do not include reserves)

?	Total/FTE student	3	3	3	3	3
?	Total full-text article requests		64923	63790	57270	60000
	Number of hits to library website	n/a	n/a	n/a	n/a	n/a
	Student borrowing through consortia or contracts	1474	1565	1477	1400	1400

Availability/attendance

?	Hours of operation/week main campus	78	78	78	78	78
	Hours of operation/week branch campuses	74	74	74	74	74
	Gate counts/year -- main campus	n/a	n/a	n/a	n/a	n/a
?	Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a

URL of most recent library annual report:

<http://massbay.libguides.com/policies>

URL of Information Literacy Reports:

<http://massbay.libguides.com/policies>

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Notes:

*Eliminating directional questions from the tracking

Neither facility has the ability to do gate counts

Will begin tracking traffic to library homepage in 1/2015.

Table 7.5: Data First Forms, Standard 7: Library and Other Information Resources (Information Technology)

Standard 7: Library and Other Information Resources (Information Technology)					
				?	
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Number (percent) of students with own computer	NA	NA	NA	NA	NA
Course management system	Blackboard Learn Release 9.1.1				
Number of classes using the system					
Classes on the main campus					
Classes offered off-campus					
Distance education courses					
Bandwidth					
On-campus network	10/100 Mbps	10/100 Mbps	1/10GB		
Off-campus access					
commodity internet (Mbps)	140	140	400		
high-performance networks (Mbps)	NA	NA	NA	NA	NA
Wireless protocol(s)	802.11B	802.11B	802.11N	802.11N	802.11N
Network					
Percent of residence halls connected to network					
wired	NA	NA	NA	NA	NA
wireless	NA	NA	NA	NA	NA
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	Yes	Yes	Yes	Yes	Yes
Multimedia classrooms (percent)					
Main campus	100%	100%	100%	100%	100%
Branches and locations	100%	100%	100%	100%	100%
IT Personnel (FTE)					
Main campus	10.5	11.5	11.5		
Branch campuses	2.0	2.0	2.0		
Dedicated to distance learning	0.0	0.0	0.0		
Software systems and versions					
Students	Ezpeoxy, Microsoft Office Suite throughout labs, MasterCad,				
Finances	PeopleSoft Financial 8.9 (in process of upgrade) and Powerfaids (i				
Human Resources	Oracle HRCMS hosted by the state and hosted Interview Exchange				
Advancement	Hosted Raiser's Edge				
Library	Innovative Interfaces, Inc. Millennium for our integrated library				
Website Management	Hosted site using Ektron CMS and Google Apps				
Portfolio Management	Hosted Digication				
Interactive Video Conferencing	Blackboard Collaborate, Google Hangouts, Skype, and Polycom A				
Digital Object Management	No present				

Standard Eight:

**Physical and Technological
Resources**

Standard Eight: Physical and Technological Resources

Description

Recent History

In August 2011, President O'Donnell conducted a thorough review of the College's finances and facilities. After reviewing the then Master Plan, he stated to the Board of Trustees (BOT) that a proposed move of the nursing program from the Framingham campus to the Wellesley Hills one was not a viable option. MassBay was operating under considerable space constraints, including that 49% of property in use by the College was leased and that the Board had approved \$1.2 million of investments in leased space improvements and maintenance. Soon thereafter, the President was informed by the Chief Information Officer that most of MassBay's technological resources were at or near "end of life" and the College's financial system was using a different system than the PeopleSoft administration system used by other College offices.

As a result of the President's comprehensive review, it became clear that MassBay needed to pursue new, enlarged facilities to house its academic programs presently located in leased buildings in Framingham and Ashland. The \$1.2 million of annual leasing costs would not be sustainable for the College. The President and BOT began advocacy efforts for a \$59 million state allocation to build a new downtown Framingham campus. In this report on overall physical and technological resources, the focus is on current resources. MassBay is currently identifying a new location for its Framingham and Ashland campuses through the receipt of site proposals.

Physical Resources

MassBay operates at three locations: Wellesley Hills and Framingham campuses and a Ashland-based Transportation and Energy Center (Table 8.1). The College owns the Wellesley Hills property, which houses 37 classrooms, 18 laboratories, and 100 offices. In Framingham, the College leases a building with 21 classrooms, 16 laboratories, and 65 offices. In Ashland, the College leases 2 buildings with 7 classrooms, 7 laboratories and 10 offices.

The 84-acre Wellesley Hills campus is located 10 miles west of Boston, near the intersection of Routes 9 and 16. Public transportation to the campus is available via the MBTA Green Line (Riverside station) combined with MassBay shuttle service; or the MBTA Commuter Rail (Wellesley Hills stop). The property was purchased for MassBay in 1973 and is the site of the former Elizabeth Seton High School. The campus houses three of the College's five academic divisions: Humanities, Social Sciences & Professional Studies, and Science, Technology, Engineering, and Math (STEM). A 544-seat McKenzie Auditorium, Athletics, Recreation and Wellness Center, and executive offices are also located on the campus. In total, there are four buildings: 919 Building, Carey Building, The Annex, and the Athletics, Recreation and Wellness Center totaling 201,967 square feet. The Recreation and Wellness Center includes a fitness room and gym. The Annex houses the Facilities, Purchasing, and Fiscal Affairs Offices.

Situated on 25 acres near downtown Framingham, near Route 9, the 89,111 square-foot Framingham facility is houses the Health Sciences division with state-of-the art radiologic

technology and surgical technology laboratories. The Early Childhood Education program and Human Services program are also based in Framingham. The building was built in 1975 as a middle school; it was converted into the site of MassBay's Framingham campus in 1990.

The Ashland Transportation and Energy Center opened in 2001 and is located near Route 126, four miles south of the Framingham campus. This 39,000 square feet facility is primarily used for MassBay's Automotive programs: Toyota/Lexus, General Motors, Chrysler, and BMW.

Reporting to the Vice President for Finance and Administration, the Director of Facilities oversees physical plant operations. Facilities staff includes three telephone switchboard operators, a full-time electrician, storekeeper, carpenter, painter, two institutional maintenance foremen, maintainers, and a maintenance equipment operator. Landscaping and exterior maintenance is performed by MassBay employees, with the exception of contracted snow removal services.

Science Laboratories

Twelve STEM laboratories—11 in Wellesley Hills and 1 in Framingham—support the life sciences, engineering, physics, and computer science programs. The main lab area is comprised of two separate sections, for the biotechnology program and the forensic DNA program. One full-time Assistant Director of Laboratory Management under the supervision of the STEM division Dean oversees all STEM laboratories except for the biotechnology lab, which is supervised by a full-time Life Sciences Coordinator who also reports to the STEM Dean. The Assistant Director of Lab Management is assisted by one full-time Lab Technician II. One part-time Senior Technical Specialist, under the supervision of the STEM Dean, maintains the laboratory equipment for the Division, including the computer science lab, engineering lab, and physics lab. Five part-time student Lab Assistants work under the direction and supervision of the Assistant Director. The Assistant Director is responsible for general lab safety protocols and training, procurement of supplies and equipment, lab setup requests from faculty, and communicates routine maintenance needs of laboratory equipment with the Senior Technical Specialist. All Lab staff are based in Wellesley Hills but frequently travel to the Framingham campus as needed. There are two laboratory preparation and storage facilities in Wellesley Hills and one storage and preparation facility in Framingham. Each laboratory in Wellesley Hills has its own self-contained storage space.

Health Sciences Laboratories

The five main Health Sciences laboratories located on the Framingham campus support the nursing, radiologic technology, surgical technology, emergency medical services, and related programs. Each of the labs includes facilities and equipment that realistically simulate the clinical environment.

Automotive Technology Center

Our award-winning Automotive Technology Center in Ashland is a premier technical training facility, recognized by Toyota as one of the highest performing "T-TEN" programs in the nation. The Center occupies 38,311 sq. ft. in two buildings and houses four manufacturer-sponsored

automotive associate degree programs and four certificate programs. The facility contains 7 training labs, 3 corporate training areas, and 6 classrooms. The vehicle inventory and equipment total more than \$2 million. In addition the Center provides training for corporate partners to upgrade the competencies of existing dealer technicians. For other 30 years, MassBay has provided automotive training for thousands of students from across the state and from independent companies.

Technological Resources

The Office of Information Technology (OIT), located on the Wellesley Hills campus, manages the purchase, lease, installation, and maintenance of all information technology and audiovisual systems and resources, as well as helpdesk support for all three MassBay locations. The Chief Information Officer (CIO), reporting to the Vice President for Finance and Administration, manages the technical direction for the department and supervises departmental staff across the three campus locations. The CIO also coordinates OIT-related outsourced services and external contractors.

Staffing on the Framingham campus consists of one full-time Technical Specialist and one full-time Technical Assistant. The Technical Assistant also provides support to the Ashland Technology Center. Technician specialists from the Wellesley Hills campus service the Ashland Center on an as-needed basis. On the Wellesley campus, OIT staff is housed together in a third-floor suite. There is also a helpdesk area located an open computer lab on the second floor. Staff positions encompass clusters in networking and telecommunications, desktop support and audiovisual services, learning management system administration and support, and financial and student information systems, including programming.

MassBay subleases a 300 MB internet connection, and two 100 MB WAN connections to the Framingham and Ashland locations. This connects all three campuses for data and telephone services, with Wellesley Hills containing the internet uplink. These are T1 lines from Verizon, and UMass IT Services (UITSS) provides the College with over 1000 public IP addresses. Three separate wireless networks—one secure network for faculty and staff, one secure network for students, and one unsecure private network for guest access—provide efficient management of network resources.

The College runs over 95% of its servers as virtual machines (VM) on Microsoft's Hyper-V platform. VEEAM creates backup images, complete restorable instances of a VM and saves it to disk. In this case "to disk" is a network attached storage device (NAS) which is a 4 TB Netgear appliance, with a disk-to-tape backup system. The disk-to-tape backup system is used for the 5% of servers still operating as physical machines. Tape backups are securely stored on the Framingham campus. MassBay hosts its own installations of PeopleSoft, Microsoft Exchange, and Blackboard Learn LMS. The Blackboard Learn LMS is kept current with the latest version level. The College also manages its own Google Apps for Education domain (post.MassBay.edu), which includes many educational tools for students and faculty (e.g., Gmail, Google Drive, Docs, Sites, Sheets, Slides).

Computer Access

Over 400 desktop computers are available for student use in computer lab classrooms and open labs. When classes are in session, the open computer lab hours are: Monday-Thursday, 7:45 am to 10:00 pm; Friday, 7:45 am to 5:00 pm; and Saturday, 8:00 am to 1:00 pm in Wellesley and 8:00 am to 4:00 pm in Framingham. The main computer classrooms in Framingham are located in Rooms 301, 302, 401, and 402. On the Wellesley Hills campus, Rooms 134, 242 A-E, 320, 322, 424, and 425 serve as computer lab classrooms. Ashland classrooms double as labs. Apple iMac systems are in place in a few of the classroom labs, as well as in the Center for Teaching, Learning and Technology Innovation. Virtually all classrooms and most conference rooms are equipped with a podium computer with sound speakers and a projector. All computers are on a three-year replacement cycle. Faculty members may choose and be issued a desktop PC or Apple computer or a Windows or Mac laptop.

Two laptop carts provide a mobile solution to expanding computer lab access. These laptop computers may also be used for showcasing student digital work at special events. iPads are available as one-to-one devices or in an iPad cart for single-class mobile computing projects under the direction of faculty. In 2013 a new Assistive Technology Disability Specialist position was created within Disability Resources. The Specialist works with students, faculty, and staff to connect the MassBay community with the latest in assistive technology, including tablet devices which help students with disabilities.

Helpdesk Support

Telephone support is available during business hours through internal helpdesk staff and through a third-party provider in the evening and on weekends. Quick links lead users to related information and services. The page also contains links to open a Marketing Department request or Facilities request. Through an innovative grant project, students provide technical support to their peers through walk-up service and online ticketing (<http://batec.org/support/techbay>). A Helpdesk webpage (<http://helpdesk.post.MassBay.edu>) provides a single entry point for important College service numbers, instructions for enrolling in the emergency messaging system, service status notices for MassBay IT services, and helpdesk ticket submission.

Appraisal

Facilities and Physical Resources

MassBay has placed considerable focus on its existing physical facilities in light of its 2012-2017 Strategic Plan goal to “invest in facilities, technology, and transportation services to deliver a 21st century learning environment.” Resulting from advocacy by the President, Board of Trustees, industry partners, community partners, and state and local officials, the College has received significant capital funding commitments to build a new campus in downtown Framingham. As of this report, the Governor’s 2015-2019 fiscal year budget includes \$59 million in state appropriations for the project. The proposed convenient location of the new campus and its proximity to commuter rail service will ease transportation challenges faced by many students. The initial programming and site location criteria analysis has been completed

with the Division of Capital Asset Management and Maintenance (DCAMM), and the College released its site RFP in summer 2014.

In conjunction with DCAMM, MassBay and the Commonwealth's other community colleges have utilized the resources of Sightlines, a Connecticut-based organization that provides strategic benchmarking and facility management best practices. The multi-institution studies have resulted in a common point of reference on facility maintenance and utilization. The Sightlines analysts have shared their findings on the Wellesley Hills campus's performance on key indicators with members of the MassBay community. MassBay scored relatively well on measures of efficient and cost-effective use of available space. However, the Wellesley Hills facility has high-density usage and is aging, with 100% of space in the "higher risk" categories. Some buildings are 25 to 50 years old; others are over 50 years old. Though the 1919 building underwent major repairs during the past five to six years, air conditioning in most classrooms and some laboratories on the campus is inadequate or non-existent. The Facilities Department maintains a running list of projects to be completed across the College's three sites.

MassBay has intensified its commitment to public safety during the past few years. A new Emergency Preparedness Officer position was created, reporting to the Director of Public Safety, and additional full-time officers were hired. A comprehensive Public Safety Strategic Plan was completed in 2013. One of the components of the plan is an Emergency Procedures Manual, which was also completed in 2013 and posted in every classroom.

New exterior lighting and security cameras were installed on the Wellesley Hills campus. New security cameras are scheduled for installation on the Framingham campus in spring 2015. The fire alarm systems on both campuses have been upgraded and include an emergency loudspeaker system. Announced and unannounced emergency evacuation drills are conducted each year using these systems. During an emergency, the overhead projectors in all classrooms and meeting spaces can be activated and controlled remotely to display public safety alerts and emergency instructions. Emergency contact instructions with room location are posted in all classrooms, offices, and common spaces. All telephones on campus have emergency and non-emergency phone numbers affixed to them. An emergency messaging system was implemented and is used to communicate with faculty, staff, and students via their cell phone and/or home phone and email during an emergency event, including weather-related school closures. As part of emergency evacuation planning, an evacuation chair was installed in an accessible location on the Framingham campus.

New campus beautification projects have contributed to the physical environment at the College. A teaching pergola was constructed on the Wellesley Hills campus next to the courtyard in 2013, providing faculty and students an attractive and functional outdoor teaching and learning space. Through a gifted art program, the College received 25 original works of art with an estimated value of \$100,000 in memory of alumna Krystle Campbell, who was killed at the 2013 Boston Marathon finish line.

Accessibility projects were completed on both campuses. An ADA-compliant restroom was installed on the Wellesley Hills campus. In Framingham, the campus bookstore was expanded from 670 square feet to approximately 1384 square feet. The main entrance to the bookstore is now wheelchair accessible, as is the retail space inside the store.

In 2013, the College was recognized for its commitment to environmental sustainability by the Town of Wellesley and by the Commonwealth. MassBay partnered with The Town of Wellesley and the Wellesley Sustainable Energy Committee (SEC) and other local colleges and businesses to purchase a town-wide minimum percentage of electricity from renewable sources. The Town of Wellesley was subsequently designated by the Environmental Protection Agency as a Green Power Community, the first in Massachusetts and second in New England. As part of a campus-wide effort to reduce electricity consumption, MassBay's Facilities Department has completed installation of motion sensors in classrooms, office spaces, and common areas on the Wellesley Hills and Framingham campuses.

While most of the science laboratories on the Wellesley Hills campus are located in a building without air-conditioning equipment, the College has continued to invest in new laboratory equipment and analytical instrumentation on an ongoing basis. For example, the College recently acquired a high-performance liquid chromatography machine (HPLC) and purchased a state-of-the-art Fourier Transform Infrared Spectrometer (FTIR) and a UV-Visible Spectrophotometer. The engineering laboratory recently acquired a state-of-the-art 3D scanner and printer.

Technological Resources

In 2011, the College began rebuilding the OIT department and reducing its reliance on external consultants for day-to-day operations, as well as longer-term projects. A new Technical Director was hired, and previously unfilled Helpdesk Coordinator and Staff Assistant positions were filled. A full-time Technical Assistant was hired for the Framingham campus, which expanded support at that location.

Under the direction of the College's CIO technical infrastructure and internet service has been rebuilt and upgraded. Previous poor network design and implementation had caused sub-par network performance and reliability. Bandwidth was increased ten-fold on each campus, and an entirely new wireless network configuration was implemented, with full coverage at all locations. New UPS backup systems were also installed to ensure proper system operation and shut down during a power loss.

In 2013-2014, the Office of Information Technology (OIT) reinstated in-house management of helpdesk support. The helpdesk had been outsourced to a third-party, off-site provider as the main point of contact. After conducting an analysis of helpdesk requests and service satisfaction levels, the College replaced the third-party provider for "after hours" support and hired a full-time Helpdesk Coordinator. The College's One Card system provides official photo identification and library cards for all faculty, staff, and students.

The Office of Information Technology has developed a number of policies and procedures relating to the security and use of technology resources at MassBay. Among them are policies regarding student use of computer lab printers, access to the student information system, employee Active Directory/email account retention, use of iPads, scheduled system maintenance, and critical issue resolution.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ By 2017, begin construction of a new downtown Framingham campus for our STEM, health, and automotive programs; it will consolidate our current Framingham and Ashland facilities. This project is pending the selection of appropriate land and property and the development of capital funding. \$36 million is currently allocated from the Commonwealth of Massachusetts. 	President; Vice President for Finance and Administrative Services; Vice President for Strategic Planning, Institutional Effectiveness & Grants Development; Director of Facilities
<ul style="list-style-type: none"> ▪ By 2016, a new air-conditioning system will be installed in the Wellesley campus, pending state capital appropriation. 	Vice President for Finance and Administrative Services; Director of Facilities
<ul style="list-style-type: none"> ▪ In fall 2015, a new electronic, registration system will be implemented at the College. 	Vice President for Finance and Administrative Services; Vice President for Enrollment Management, Marketing & Student Services
<ul style="list-style-type: none"> ▪ During 2015-2016, the College will acquire and implement cutting edge product lifecycle management technology from Siemens for its new advanced manufacturing program. 	Vice President for Finance and Administrative Services; Dean of STEM; Chief Information Officer

Institutional Effectiveness

Space utilization is evaluated through regular meetings of the Board of Trustees Academic Affairs and Facilities Subcommittee and the Financial Efficiencies Committee. Consolidation and oversight of utilization requests throughout the year has resulted in greater coordination and more efficient use of limited physical space across College facilities. One recent successful outcome has been the creation of a dedicated testing center on the Wellesley Hills campus in Room 210. Classroom and office space utilization will rely more on data analysis to optimize allocation of limited space.

New processes helped to ensure more efficient use of resources and helped departments within the College receive the most appropriate technologies to meet their needs. Planning for the College's technology needs will increasingly be strategic and innovative as major infrastructure challenges have been addressed and purchases of computer hardware and software have been centralized through the Office of Information Technology

An EdTech Committee assesses needed investments in technology and teaching and learning. This working group was formed at the College to bring together administrators, faculty, and staff to explore technology options and solutions to technology challenges at MassBay. The Committee meets bi-weekly during the academic year, and its members include faculty and staff from Information Technology, eLearning, Center for Teaching, Learning, and Technology Innovation, Learning Resources, Disability Resources, and the Title III Student Success Initiatives grant offices. With continuous evaluation and assessment, more robust and reliable systems in place, MassBay can readily and responsively move forward in fulfilling its mission.

Table 8.1: Data First Forms, Standard 8: Physical and Technological Resources

Standard 8: Physical and Technological Resources							
Campus location		Serviceable Buildings	Assignable Square Feet (000)				
Main campus		Wellesley Hills	201,967				
Other U.S. locations		Framingham/Ashland	127,422				
International locations							
			3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
			(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Revenue (\$000)							
Capital appropriations (public institutions)			\$0	\$492,390	\$0		
Operating budget			\$35,622,831	\$35,267,110	\$36,002,853		
Gifts and grants			\$176,463	\$232,234	\$160,982		
Debt			\$176,863	\$176,863	\$980,716		
TOTAL			\$35,976,157	\$36,168,597	\$37,144,551		
Expenditures (\$000)							
New Construction			\$277,761	\$857,014	\$782,186		
Renovations, maintenance and equipment			\$245,964	\$590,498	\$0		
Technology			\$1,166,888	\$1,511,050	\$2,076,810		
TOTAL			\$1,690,613	\$2,958,562	\$2,858,996		
Assignable square feet (000)		Main campus	Off-campus		Total		
Classroom		21,780	21,702		43,482		
Laboratory		24,457	30,145		54,602		
Office		67,081	15,819		82,900		
Study		11,124	7,119		18,243		
Special		7,893	8,922		16,815		
General		21,347	9,135		30,482		
Support		18,015	5,941		23,956		
Residential					0		
Other		30,270	28,639		58,909		
Major new buildings, past 10 years (add rows as needed)							
Building name	Purpose(s)	Assignable Square Feet (000)			Cost (000)	Year	
New buildings, planned for next 5 years (add rows as needed)							
Building name	Purpose(s)	Assignable Square Feet			Cost (000)	Year	
MetroWest Campus	Vacating & Expanding	160,000			\$64M	2018	
Major Renovations, past 10 years (add rows as needed)							
The list below includes renovations costing \$ 250,000 or more							
Building name	Purpose(s)	Assignable Square Feet			Cost (000)	Year	
Framingham	Water & Energy Project	89,111			\$1,400,000	2008	
Wellesley Hills	Energy Project (Ameresc	201967				2002	
1919 Bldg	Roofing & Masonary Pro	65925			\$1.6M	2010	
Wellesley Hills	Emergency Generators	201,967			\$800,000	2010	
Framingham	Student Parking Lot				\$416,000		
Framingham	Fire Alarm				\$300,000		
Framingham	Roof				\$850		
*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.							

Standard Nine:

Financial Resources

Standard Nine: Financial Resources

Description

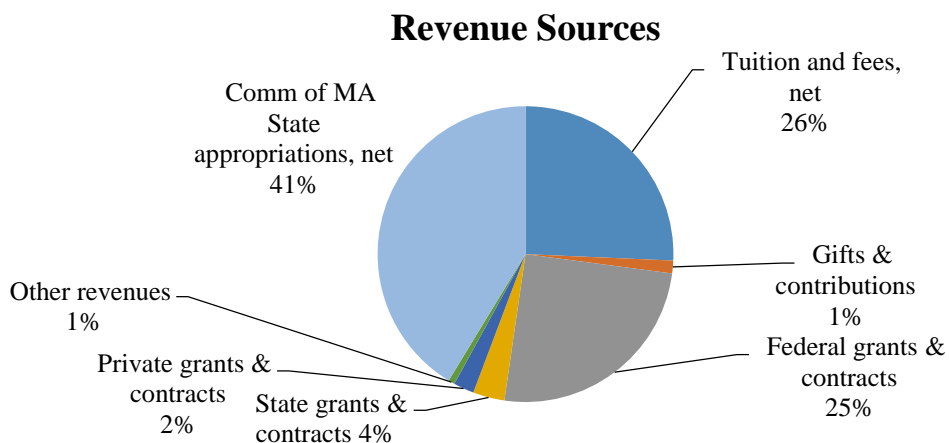
MassBay Community College has been described as a financially challenged college. Upon his arrival at the MassBay in August 2011, President O'Donnell began presenting new data related to the College that revealed a number of financial weaknesses. Key areas of concern were its facilities costs, budgeting and financial reporting systems, and grants management. MassBay leases 49% of its campus space, which annually costs \$1.2 million in operational funds. The levels of these costs posed a major impediment to institutional progress. Additionally, the lease periods were approaching 15 years, the maximum length of time allowed by state law. At that time, accounts receivable had several outstanding accounts dating back to 2002 with no viable means for collection. The College was servicing \$3 million of debt for facilities improvements made to leased properties. Adding to these challenges, the President and newly appointed members of the Board of Trustees were concerned about a lack of clarity and transparency in financial reporting. A recent auditors' report had revealed double booking of revenue in the amount of \$1.2 million. There were also issues with grants management and reporting. During its first implementation year, a federal Program Officer, due to limited expenditures, flagged the Title III Student Success grant for oversight. On subsequent review, it was found that a previous Title III Foundation Enhancement grant had not been reported on over a twelve-year period of time. In total, these issues signaled financial instability due to poor financial decision-making and management, budgeting, and grants management, all of which would impede the College's ability to implement needed projects and attain its desired goals as a leading regional community college.

The President predicted at the time that given a decade of flat enrollments, despite increasing associate and certificate degree completion, an enrollment drop would be likely and moved to offset the impending loss of revenue with a \$13 per credit increase in student fees in spring 2011. As thought, fall 2011 enrollment did decline 7% in FTE. In summary, the College's financial status, systems, and infrastructure were fragile and, beginning in the fall semester of 2011, the College determined to move aggressively toward reestablishing a stable financial environment.

Governance and Resources

Governance of MassBay's financial resources is set forth in Massachusetts General Laws, Chapter 15A, Section, 22, in which responsibility for establishing and implementing fiscal policies and oversight of capital and maintenance budgets is granted to the College's state-appointed Board of Trustees. The Board of Trustees reviews and approves the College's annual budget. It also monitors ongoing financial progress through review and approval of budgeted to actual expenses report during each of its meetings. In addition any contracts over \$25,000, personnel activity, accounts receivable and cash are reported to the Board.

MassBay has four major revenue streams: state appropriations, tuition and fees, and federal and state grants and contracts, totaling 96% of revenue. In FY14, the College's revenue sources were as follows:

Figure 9.1: Revenue Sources

Tuition rates are set by the Massachusetts Board of Higher Education. Currently the in-state resident tuition rate is \$24 per credit. Authority to determine fees resides with the College's Board of Trustees. Presently in-state resident fees at MassBay Community College are \$155 per credit, with \$130 for the all-college fee and \$20 for the technology fee. Non-resident tuition and fees are \$230 per credit and \$155 per credit, respectively. Tuition from state-supported courses is returned to the state. The College retains all revenues from fees and tuition from non-state supported courses.

The Board of Trustees and the College's administration are committed to affordability for students. As such, the last increase in fees was in 2011. MassBay also strives to obtain additional resources as they become available. The College received a total of \$4,012,379 from the American Recovery and Reinvestment Act (ARRA) in 2009. These funds were for education and general expenditures and to mitigate rising tuition and fees for in-state students. The funds were also available, within specific guidelines, to renovate higher education facilities. Between 2009-2012, ARRA funds were used to cover a number of College costs.

MassBay's resources are budgeted to support its strategic plan and the Vision Project. Sixty-seven percent of the resources allocated in FY14 directly supported instruction, academic support, student services, and scholarships; 25% was allocated for plant and institutional support. Below is the Fiscal Year (FY) 14 IPEDS distribution detail:

Table 9.1: Educational/General Expenditures by IPEDS category

FY 2014 Educational and General Expenditures by IPEDS Category		
Instruction	\$ 16,822,117	37%
Academic support	\$ 5,532,057	12%
Student services	\$ 5,335,637	12%
Scholarships and fellowships	\$ 2,896,437	6%
Institutional support	\$ 6,497,848	14%
Public service	\$ 179,109	0%
Operation and maintenance of plant	\$ 4,954,780	11%
Equipment donations	\$ 498,036	1%
Depreciation	\$ 2,528,296	6%
	\$ 45,244,317	100%

Long-range planning can be challenging for MassBay due to uncertain state appropriation levels, however the College uses conservative state appropriation and enrollment projections, along with contingencies for financial emergencies and unforeseen events to form its plans. The College has intentionally budgeted reserve funds into the past two fiscal year budgets to help build financial strength. The College has actively worked to reduce its amount of leased space and deferred maintenance by securing \$59,000,000 to build a new campus in downtown Framingham to replace its currently leased campuses in Framingham and Ashland. This new facility is slated for completion in late 2018. The College also regularly reviews and plans around the key indicators in the state’s funding formula, working to improve its metrics, which will impact the stability of our state appropriation levels.

Budget Process/Improvements

For several years, MassBay used a “carry-over and add budget” system rather than a zero-based budgeting system, more recently adopted by the College. Instead of the final budget being determined after the start of the fiscal year, the process now is to have the budget reviewed and approved by the Board of Trustees prior to the beginning of the fiscal year. The operating budget process has been updated to include dissemination of detailed financial information to budget managers. Once department and division budgets are completed, they are submitted to the Finance Office, which reviews them for accuracy and compiles the overall College’s budget. The budget is again reviewed by the College’s Cabinet to vet requests and verify that budgets are linked to the strategic goals of the College.

The Commonwealth of Massachusetts and the guidelines provided by the Department of Higher Education and the Executive Office of Administration and Finance set the state’s budgeting process, used for state appropriations to MassBay. The College’s actual state appropriation is determined by the state legislature. This appropriation is used primarily to fund payroll costs. Although most of the College’s expenses are driven by personnel, collective bargaining agreements, service contracts, and program maintenance requirements, MassBay uses a budget process which is directly linked to the College’s Strategic Plan and the Vision Project. Departmental operating budgets, capital requests, and new initiative funding requests are directly linked to these initiatives. When the budgeting process begins, budget managers—generally deans, directors and vice presidents—receive training and materials to assist them in preparing

their annual budget requests. The College has facilitated ongoing sessions at which department managers can communicate, share information, improve their decision-making strategies, and work for greater fiscal accountability.

The College's capital budget is funded through a combination of state and local revenue. The Massachusetts Department of Capital Asset Management and Maintenance (DCAMM) supports capital investment and maintenance projects which are being funded by the Commonwealth. The College is also required to use 5% of its local funds budget for capital projects. Over the past ten years, MassBay has received a total of \$4,200,000 from DCAMM for improvements to the Wellesley Hills campus. The College's leased property is ineligible for state capital funding, so improvements to these facilities are made pursuant to lease terms and conditions and are funded by either the lessor or local revenue.

The proposed operating budget and proposed capital budget are combined into an overall organizational budget, which is presented to the Finance, Audit, Compliance and Personnel Committee of the Board of Trustees prior to its submission to the full Board for consideration and formal adoption. If it becomes necessary to update the budget after the state legislature finalizes appropriations or because enrollment trends differently from budget projections, a revised budget will be submitted to the Trustees' Finance, Audit, Compliance and Personnel Committee for review and forwarding to the full Board of Trustees for approval.

Budget Deployment/Financial Accounting

During each fiscal year, the Office of Finance and Administration procures goods and services, processes financial transactions, and monitors the expenditure of funds in accordance with approved budgets and applicable College, state, and federal policies. The College's accounting records are managed using the PeopleSoft financial system, which is integrated with other PeopleSoft modules used on campus, including Student Services and Financial Aid. The Massachusetts Human Resource Compensation System (HR/CMS) is used to record and process all of the College's Human Resources and Payroll transactions. The Massachusetts Management Accounting and Reporting System (MMARS) system is used for process financial transactions paid directly by the Commonwealth, including selected state-appropriated grants.

In 2013, the College's PeopleSoft system was found to be at the end of life and therefore required upgrading in order to continue to be supported by the company. The College had to take on a significant cost to upgrade to PeopleSoft v9.2. Beginning in November, 2013, upgrades were made to MassBay's financial modules, which included procurement, general ledger, budget and accounts payable. These upgrades were completed and operable by July 2014. MassBay incurred \$3.5M in new debt to make the software and related equipment updates, which added \$400,000 to its annual debt service.

The College works to ensure careful stewardship of College resources. The Commonwealth of Massachusetts has a number of fiscal controls in place for its 15 community colleges. The Comptroller and State Auditor's Offices mandate fiscal policies and their related internal controls, and each college is required to complete and file an annual Internal Control Questionnaire as part of the Commonwealth's overall audit. The State also requires written internal control manuals and local expenditure guidelines. Massachusetts General Laws (MGL),

Chapter 15A requires the College to have local fund guidelines. The College uses electronic internal controls through its PeopleSoft financials system, which are incorporated into its Internal Control documentation.

The College is a member of PACE (Partnership to Advance Collaboration and Efficiencies), a statewide consortium of public colleges and universities which provides statewide purchasing opportunities on number of services. Procurements are evaluated to determine whether it is best for the College to prepare its own bid, use statewide contracts, or participate in PACE (a statewide purchasing collaborative for community colleges) projects in an effort to employ best business practices and realize cost savings. For example, MassBay is participating in a statewide bookstore RFP in FY15.

Financial Reporting

Upgrading to Peoplesoft version 9.2 has allowed MassBay to improve its financial reporting, an area indicated for improvement by the College's President and Trustees. Currently, financial reports prepared for Trustees' meetings are manually created using queries and other information. The manual financial reporting system takes a significant amount of staff time to prepare and increases the chance for errors and omission. The College is currently working on having reports be system-generated. The College continues to work with its Trustees to improve the quality, clarity and integrity of financial reports provided to the Board.

Accounts Receivable

The College is still addressing the long-term issue of uncollected revenues. In FY11, there was over \$2.4M in accounts receivable, with account balances dating back to 2002. The College still has over \$1.7M of accounts receivable as of June 30, 2014. A long-term strategy has been developed to address this issue that includes the use of collection agencies and the Commonwealth's Intercept service.

The College recognizes the need to balance its accountability in helping students enroll with the College's need to collect revenues due, including tuition and fees. The College, therefore, has developed a new registration process. During the past two years, the Student Accounts Office has hired three new staff members, an Associate Student Accounts Manager, a Collection Specialist, and an additional Enrollment Specialist, to augment operations and improve business and collection processes.

Grants Development and Management

Grants development and management is handled jointly by the Grants Office and the Finance Office. MassBay maintains a Grants Development Office that assists College faculty and staff in identifying and applying for external sources of sponsorship. The Office is led by the Director of Grants Development whose key responsibilities are: researching public and private grant opportunities, routing proposals within the College and to external sponsors, obtaining in advance Cabinet approval for proposal submissions, communicating with program officers of sponsor agencies, communicating with grants project directors (Principal Investigators) regarding the status, management, and reporting of their grants, working closely with the Fiscal

office on budgeting, contracts, purchasing, and grants financial matters, ensuring timely and accurate record keeping and reporting to sponsors, ensuring compliance with sponsor and College guidelines, and providing grants-related training to the College community.

The Finance Office handles the set up and maintenance of grant budgets, the collection and review of Time and Effort Reports and the preparation of required financial grants reporting. Purchases and payments for grants are made through the College's PeopleSoft system, using the same policies and procedures as operational College business and any required by the grantor.

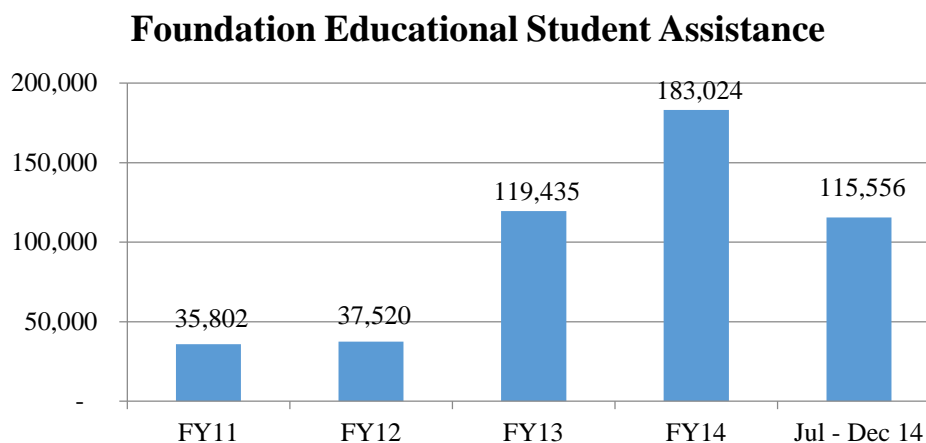
The Grants Office has developed a Grants Handbook that outlines up-to-date policies and procedures, defines roles and responsibilities, and provides tools for proper grants management. The handbook is available directly from the Grants office and through the College's website. In addition, useful information, forms, and resources are easily accessible and regularly updated on the grants webpage. Monthly, the office distributes a listing of available grants opportunities to Division heads for dissemination among faculty and staff. Also, the office provides regular trainings that are open to all College members. The listing of grants workshops is internally distributed and posted on the website.

Thus far, in fiscal year 2015, MassBay faculty and staff have directed thirty-seven sponsored projects, representing over \$6,000,000 of investment, awarded through federal and state government agencies and private and corporate foundations, such as the U.S. Department of Labor, U.S. Department of Education, National Science Foundation, Massachusetts Department of Higher Education, Massachusetts Department of Elementary and Secondary Education, Massachusetts Life Sciences Center, Commonwealth Corporation, Chrysler Foundation, MathWorks, and Sudbury Foundation, among others. In fiscal year 2014, there were 24 grants projects managed through the College.

Our largest grant programs, which support student access, retention, success, and completion initiatives, as well as workforce development are Title III Student Success Initiatives (U.S. Department of Education), Massachusetts Community Colleges & Workforce Development Transformation Agenda (U.S. Department of Labor), S-STEM Scholarship for Science, Technology, Engineering and Math (National Science Foundation), Performance Incentive Fund (MA Department of Higher Education), and Perkins Grant (MA Department of Elementary and Secondary Education). More detailed information on each grant is provided in the work room.

Massachusetts Bay Community College Foundation

The MassBay Foundation leads the College in institutional advancement efforts that focus on generating predominately private donor support for the College and our students and by providing constructive links to the local community. It was organized in 1984 as an independent non-profit corporation under section 501(c) (3) of the Internal Revenue Code to raise funds and participate in resource development and improvements at the College. It operates primarily in Massachusetts and receives most of its revenues from corporate and individual donations. With the bulk of its fundraising, the Foundation provides scholarships to students and a limited number of highly selective grants to faculty and staff. The value of scholarships awarded for the past 5 years are:

Figure 9.2: Foundation Educational Student Assistance

The Foundation's Board of Directors organizes its activities. Currently, there are 17 directors on the Board. The College's President serves on the Foundation's Board of Directors, as an Ex-officio member. The Foundation's Executive Director is a full-time employee of the College. The College's CFO serves in a dual capacity for both the College and the Foundation. The accounting and financial reporting are completed by staff in the College's Fiscal Affairs Office. The College is a member of several national, fundraising professional organizations; its staff members actively participate in national, regional, and statewide meetings and events. Foundation investments are managed by Boyden Financial, Inc. and follow the investment guidelines as set forth in the Statement of Investment Policy.

Appraisal

As noted above, MassBay has been described as a fiscally fragile College. While the College is striving to appraise the strength of its fiscal policies and procedures and to make changes that lead to consistent financial integrity and conservation, MassBay acknowledges that its current fiscal standing is challenging. Although state appropriations and revenues have increased, expenses have increased at a greater rate. In FY14, estimated revenue was approximately \$921,000 higher than actual revenues received in FY13. The College budgeted reserve funds in FY14 to rebuild its overall cash position. The FY15 budget is structured to be balanced and to reduce expenditures in line with projected revenues that take into account a 4% enrollment decline. After careful budget analysis by the Financial Efficiencies Committee, MassBay resolved to decrease expenses through a 2.6% reduction of non-personnel debt and the retrenchment of 5 staff positions.

The College has been moving toward financial stability, as illustrated by cash increases from \$1.8M in FY13 to \$4.9M in FY14 and accounts receivable decreasing from \$2.2M to \$1.7M during the same period. At its last Board retreat in December 2014, the Trustees noted considerable progress and set a goal to move the College from its new position of financial stability to one of financial strength. MassBay is proactive in working to maintain its financial security, improve its IT programs that relate to fiscal management, collect tuitions and assist

students, receive payments due in a timely manner, conserve its resources, and plan for future expansion and development.

The College's resource planning has been focused on improving MassBay's fiscal situation. The College has been a strong supporter within the community college system in advocating for the new Massachusetts Community College funding formula. Starting in FY14, the Commonwealth of Massachusetts began use of a performance-based funding model for its community colleges. Factors that are used in the formula include a base allocation, a performance allocation, and a cost of operation subsidy. The performance allocation includes College enrollment variables, College completion variables, and alignment multipliers. All 15 community colleges in the state are funded using this formula. In FY14, MassBay received \$1.9M in additional funding due to the performance based model and \$673K in FY15, helping to stabilize College finances.

The College is actively working to reduce the amount of space it leases. A lack of capital investment and the amount of currently leased space have provided an opportunity for MassBay to advocate for and secure \$59M for funding a new campus in downtown Framingham. MassBay's operating budget is impacted by its leased campus space. It leases 49% of its campus space for which \$1.2 million is paid annually. Lease periods are approaching the maximum lease limit allowed by state law, 15 years. The Framingham campus lease, with a current annual rent of \$755,000, expires on 8/31/15. The Ashland lease, with a current rent of \$411,208, expires on 1/31/16. Presently MassBay is working with DCAMM to negotiate successor leases for the existing leased spaces while land for the new campus is acquired and final designs and construction are completed.

The College's updated organizational structure has added additional positions in the Student Accounts Office and moved Financial Aid into the Office of Finance and Administration. This new structure has resulted in additional resources and closer working relationships between Financial Aid, Student Accounts and Finance, designed to streamline students ability to pay for their education and well as the business operations of the College. A restructuring of grants management has allowed the College to more effectively plan for and deploy grants.

The MassBay Foundation has expanded its capacity for fundraising through strong relationships with alumni and donors, new technology to assist in the award of scholarships, and an improved donor databases. Internal controls and documentation are in place to manage the funds raised and to ensure that they are used in accordance with donor specifications. The MassBay Foundation publishes an [annual report](#) documenting the funds raised.

The College's investment in, and expanded use of, new technologies has improved MassBay's ability to plan, monitor, and evaluate its finances. The College's investment in upgrading its PeopleSoft financial modules has provided more transparency and timely information to College stakeholders. The Self-Service Time and Attendance (SSTA) system, which is part of the State HR Payroll System, has improved the accuracy of personnel data. The system allows full-time employees to update their personal information and report their attendance electronically for approval by supervisors.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> ▪ In spring 2015, the College will complete the site acquisition process for the new downtown Framingham campus. During 2016-2018, design and construction will take place with project completion slated for fall 2018. 	President, Board of Trustees, Vice President for Finance and Administrative Services, and Framingham Campus Executive Officer
<ul style="list-style-type: none"> ▪ In each fiscal year, allocate a consistent proportion of discretionary cash resources for the College's reserve fund. 	President and Vice President for Finance and Administrative Services
<ul style="list-style-type: none"> ▪ Annually assess, update, and refine the College's PeopleSoft financial system to improve reporting. 	Vice President for Finance and Administrative Services
<ul style="list-style-type: none"> ▪ Beginning in 2015, the College will work to decrease outstanding student payment accounts by realigning our registration and payment systems. 	Vice President for Finance and Administrative Services; Vice President Enrollment Management & Student Services
<ul style="list-style-type: none"> ▪ In fall 2015, Academic Works software will be used to award and track scholarships. 	Vice President for Finance and Administrative Services and Assistant Vice President for Institutional Advancement & Alumni Relations
<ul style="list-style-type: none"> ▪ In each fiscal year, look for innovative funding sources to augment state funding allocations. 	Vice President for Strategic Planning, Institutional Effectiveness & Grants Development and Vice President for Finance and Administrative Services

Institutional Effectiveness

MassBay Community College has numerous internal policies and controls and the external mechanisms needed to evaluate the effectiveness of its fiscal condition and financial management. Additionally, the College's Strategic Plan specifies clear financial goals and has developed clear procedures by which progress will be monitored and assessed. Its Internal Control Policy documents many of the College's internal policies and controls. External mechanisms include annual financial audits that include a management letter, an A-133 single audit, a strongly engaged Board of Trustees with a Finance, Compliance, Personnel and Audit subcommittee, periodic grant reviews and audits from outside agencies, oversight from the State Comptroller, and performance and fiscal reporting data required by the Massachusetts Department of Higher Education. The results of these activities are used by the College to maintain and improve financial stability.

While MassBay's financial situation is troubling, the College has made several positive strides in the past two years to shore up its finances as issues are being directly addressed. At this point, MassBay's fiscal and human capital is sufficient to overcome its financial difficulties and build a solid secure economic future for the College.

Table 9.2: Data First Forms, Standard 9: Financial Resources (Financial Position/Net Assets)

Standard 9: Financial Resources						
(Statement of Financial Position/Statement of Net Assets)						
FIS CA L		2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Most Recent Year (FY 2014)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	\$4,530,767	\$2,472,476	\$4,940,575	-45.4%	99.8%
?	CASH HELD BY STATE TREASURER	\$526,673	\$79,635	\$0	-84.9%	-100.0%
?	DEPOSITS HELD BY STATE TREASURER	\$0	\$0	\$145,835	-	-
?	ACCOUNTS RECEIVABLE, NET	\$2,445,205	\$2,748,211	\$1,796,954	12.4%	-34.6%
?	CONTRIBUTIONS RECEIVABLE, NET	\$0	\$0	\$0	-	-
?	INVENTORY AND PREPAID EXPENSES	\$154,767	\$180,582	\$98,523	16.7%	-45.4%
?	LONG-TERM INVESTMENTS	\$0	\$0	\$0	-	-
?	LOANS TO STUDENTS	\$0	\$0	\$0	-	-
?	FUNDS HELD UNDER BOND AGREEMENT	\$0	\$0	\$0	-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$11,561,014	\$11,494,364	\$12,329,354	-0.6%	7.3%
?	OTHER ASSETS		\$0	\$0	-	-
	TOTAL ASSETS	\$19,218,426	\$16,975,268	#####	-11.7%	13.8%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$5,257,848	\$3,512,899	\$3,717,842	-33.2%	5.8%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,049,830	\$913,042	\$1,239,881	-13.0%	35.8%
?	DUE TO STATE	\$0	\$144,490	\$0	-	-100.0%
?	DUE TO AFFILIATES	\$0	\$0	\$0	-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	\$0	\$0	\$0	-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$0	\$0	\$0	-	-
?	LONG TERM DEBT	\$351,121	\$132,714	\$1,557,840	-62.2%	1073.8%
?	REFUNDABLE GOVERNMENT ADVANCES	\$0	\$0	\$0	-	-
?	OTHER LONG-TERM LIABILITIES	\$741,046	\$783,613	\$813,832	5.7%	3.9%
	TOTAL LIABILITIES	\$7,399,845	\$5,486,758	\$7,329,395	-25.9%	33.6%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	\$750,697	(\$49,012)	\$1,685,828	-106.5%	-3539.6%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$750,697	(\$49,012)	\$1,685,828	-106.5%	-3539.6%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$11,067,884	\$11,537,522	#####	4.2%	-10.8%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$11,067,884	\$11,537,522	#####	4.2%	-10.8%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$0	\$0	\$0	-	-
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$0	\$0	\$0	-	-
	TOTAL NET ASSETS	\$11,818,581	\$11,488,510	#####	-2.8%	4.3%
	TOTAL LIABILITIES AND NET ASSETS	\$19,218,426	\$16,975,268	#####	-11.7%	13.8%

Table 9.3: Data First Forms, Standard 9: Financial Resources (Revenues/Expenses)

Standard 9: Financial Resources (Statement of Revenues and Expenses)						
FISCAL YEAR ENDS month & day: (/)	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Recently Completed	Budget* (FY 2015)	Forward (FY 2016)	
OPERATING REVENUES						
? TUITION & FEES	\$20,823,227	\$21,297,870	\$20,868,451	\$20,236,199	\$20,236,199	
? ROOM AND BOARD	\$0	\$0	\$0	\$0	\$0	
? LESS: FINANCIAL AID	(\$9,321,769)	(\$8,493,839)	(\$9,047,585)	(\$8,556,694)	(\$8,556,694)	
NET STUDENT FEES	\$11,501,458	\$12,804,031	\$11,820,866	\$11,679,505	\$11,679,505	
? GOVERNMENT GRANTS & CONTRACTS	\$13,659,555	\$11,630,758	\$13,185,422	\$14,822,104	\$15,000,000	
? PRIVATE GIFTS, GRANTS & CONTRACTS	\$451,090	\$478,324	\$1,035,111	\$500,000	\$500,000	
? OTHER AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	\$0	
ENDOWMENT INCOME USED IN OPERAT	\$0	\$0	\$0	\$0	\$0	
? OTHER REVENUE (specify):	\$2,582,204	\$2,801,961	\$317,500	\$420,000	\$420,000	
OTHER REVENUE (specify): Donated gifts and	\$0	\$0	\$641,286	\$0	\$0	
NET ASSETS RELEASED FROM RESTRICT	\$0	\$0	\$0	\$0	\$0	
TOTAL OPERATING REVENUES	\$28,194,307	\$27,715,074	\$27,000,185	\$27,421,609	\$27,599,505	
OPERATING EXPENSES						
? INSTRUCTION	\$15,902,986	\$17,560,785	\$16,822,126	\$15,780,651	\$16,175,167	
? RESEARCH	\$0	\$0	\$0	\$0	\$0	
? PUBLIC SERVICE	\$105,000	\$173,970	\$179,109	\$143,754	\$147,348	
? ACADEMIC SUPPORT	\$5,643,490	\$5,492,932	\$5,532,057	\$5,230,879	\$5,361,651	
? STUDENT SERVICES	\$5,174,670	\$5,773,405	\$5,335,637	\$5,110,132	\$5,237,885	
? INSTITUTIONAL SUPPORT	\$7,061,806	\$5,481,990	\$6,497,848	\$5,975,623	\$6,125,014	
FUNDRAISING AND ALUMNI RELATIONS	\$0	\$0	\$0	\$0	\$0	
? OPERATION, MAINTENANCE OF PLANT	\$5,869,751	\$5,476,154	\$4,954,780	\$5,421,859	\$6,765,459	
? SCHOLARSHIPS & FELLOWSHIPS (Cash	\$3,681,194	\$3,430,700	\$2,896,437	\$8,753,480	\$8,753,480	
refunded by public institutions)						
? AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	\$0	
? DEPRECIATION (if not allocated)	\$1,514,162	\$1,232,116	\$2,528,296	\$1,705,174	\$1,690,278	
? OTHER EXPENSES (specify): Charge off of do	\$0	\$0	\$498,036	\$0	\$0	
OTHER EXPENSES (specify):	\$0	\$0	\$0	\$0	\$0	
TOTAL OPERATING EXPENDITURE	\$44,953,059	\$44,622,052	\$45,244,326	\$48,121,552	\$50,256,282	
CHANGE IN NET ASSETS FROM OI	(\$16,758,752)	(\$16,906,978)	(\$18,244,141)	(\$20,699,943)	(\$22,656,777)	
NON OPERATING REVENUES						
? STATE APPROPRIATIONS (NET)	\$16,430,367	\$16,241,398	\$18,967,354	\$20,441,122	\$21,054,356	
? INVESTMENT RETURN	\$8,993	\$9,282	\$4,309	\$5,000	\$5,000	
? INTEREST EXPENSE (public institutions)	(\$10,679)	(\$14,440)	(\$93,238)	(\$52,579)	(\$52,579)	
GIFTS, BEQUESTS & CONTRIBUTIONS						
NOT USED IN OPERATIONS	\$0	\$0	\$0	\$0	\$0	
? OTHER (specify):	\$0	\$0	\$0	\$0	\$0	
OTHER (specify):	\$0	\$0	\$0	\$0	\$0	
OTHER (specify):	\$0	\$0	\$0	\$0	\$0	
NET NON OPERATING REVENUES	\$16,428,681	\$16,236,240	\$18,878,425	\$20,393,543	\$21,006,777	
INCOME BEFORE OTHER REVENUES						
EXPENSES, GAINS, OR LOSSES	(\$330,071)	(\$670,738)	\$634,284	(\$306,400)	(\$1,650,000)	
? CAPITAL APPROPRIATIONS (public institutio	\$0	\$492,390	\$37,400	\$306,400	\$1,650,000	
? OTHER	\$0	\$0	\$0	\$0	\$0	
TOTAL INCREASE/DECREASE IN NET						
ASSETS	(\$330,071)	(\$178,348)	\$671,684	\$0	(\$0)	

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or

Table 9.4: Data First Forms, Standard 9: Financial Resources (Debt)

Standard 9: Financial Resources (Statement of Debt)							
FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)	
		DEBT					
		BEGINNING BALANCE	\$515,630	\$262,147	\$3,225,102	\$2,337,624	\$1,557,840
		ADDITIONS	\$0	\$3,515,003	\$0	\$0	\$0
	?	REDUCTIONS	(\$253,483)	(\$552,048)	(\$887,478)	(\$779,784)	(\$806,347)
		ENDING BALANCE	\$262,147	\$3,225,102	\$2,337,624	\$1,557,840	\$751,493
		INTEREST PAID DURING FISCAL YEAR	\$10,679	\$14,440	\$94,158	\$65,703	\$39,141
		CURRENT PORTION	\$129,433	\$887,478	\$779,784	\$806,347	\$751,492
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					
		Key Government Finance, Inc. \$1,742,067 - termination date 8/15/16 - Annual payment of \$348,413.35					
		Equipment: Cisco, HP, Apple					
		First American Education Finance \$1,988,297 - termination date 4/30/17 - 48 monthly payments of \$41,422.85					
		Oracle - PeopleSoft ERP upgrade and equipment					
*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.							

Table 9.5: Data First Forms, Standard 9: Financial Resources (Supplemental Data)

Standard 9: Financial Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)	
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$11,818,581	\$11,488,510	\$11,310,162	\$11,981,846	\$12,288,246
	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$330,071)	(\$178,348)	\$671,684	\$306,400	
	NET ASSETS END OF YEAR	\$11,488,510	\$11,310,162	\$11,981,846	\$12,288,246	
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	(\$84,623)	\$18,980	\$17,773	\$0	\$0
	FEDERAL, STATE & PRIVATE GRANTS	\$13,087,585	\$11,910,031	\$11,926,249	\$12,280,000	\$12,280,000
	RESTRICTED FUNDS	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$13,002,962	\$11,929,011	\$11,944,022	\$12,280,000	\$12,280,000
	% DISCOUNT OF TUITION & FEES	n/a	n/a	n/a	n/a	n/a
?	% UNRESTRICTED DISCOUNT	n/a	n/a	n/a	n/a	n/a
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						
4.5% of the Endowment is the income drawn down from the endowment each year per the Investment Policy.						

Standard Ten:

Public Disclosure

Standard Ten: Public Disclosure

Description

Publications, statements, advertisements, and website content at MassBay contain a clear and consistent message; MassBay is an affordable, high quality education that offers convenient course work for career-minded residents in our service area. As with many colleges and universities, MassBay is transitioning from a publications-centric institution to an electronic one. Publications and promotional materials encourage readers to find detailed information on the college website.

MassBay's website was reorganized and revitalized in 2010. The website is now comprehensive, providing accurate, clear, and salient information to currently enrolled students, faculty, and staff, as well as prospective students, alumni, college stakeholders, and the general public. Under the "Who We Are" tab on the homepage, information is readily available and easily found regarding the College's mission, vision and values, accreditations, the College's history and strategic plan, and an introduction of the President, his Cabinet, and members of the Board of Trustees.

To help ensure visitors to the MassBay website are able to locate the information they are seeking, there are multiple places to find key information such as programs and course offerings, tuition and fees, how to enroll, financial aid, and more. A series of "quick links" are available on the home page, along with two sets of menu tabs tailored to current and prospective students. Also through the website, official College publications can be obtained by students and members of the public upon request.

College Catalog

Our College's catalog is a comprehensive publication that provides information about the mission, vision, policies, and regulations, accreditations, student code of conduct, tuition and fees, course descriptions, and descriptions of all degree and certificate programs. In 2012, the College changed from printing the catalog on a biannual basis to an annual basis, ensuring that the printed catalog is more timely, accurate, and useful than previous two year catalogs. Print readers are further directed to the website for the most current information.

Viewbook, Directory, and Student Handbook

The Viewbook provides a brief overview of the major areas of the College including descriptions about student size and demographics, support services available to students, and general student life. In addition, student handbooks and planners include information about important academic dates, student events and activities, guidelines, and the code of conduct. Lastly, prior to the start of the new semester, an electronic and print booklet is provided to students that contains details about course offerings and registration and admission policies. All of these publications are

available on ZMags, a software system that enables content of these documents to be easily searched and navigated. ZMags is also used to publish the faculty and staff directory.

The Marketing Department has been diligent about leveraging social media as a means of disseminating messages and events to students, faculty and staff within the College and to external audiences. MassBay uses Facebook, Twitter, Instagram, YouTube, Google +, and a blog for daily posts and promotions. News articles in local publications that feature the College are also posted on the website, and disseminated through social media and intercampus email. The Marketing Department oversees all website content, updating it daily. Administrators in various departments are asked to continually review the content of their pages to ensure their timeliness and accuracy.

Currently enrolled students, faculty and staff, also have access to the Blackboard intranet service. Blackboard stores information about ongoing College activities and initiatives, search committees, marketing publications and materials, and other documents needed by faculty and staff at MassBay. In addition, the College community has access to Bay Navigator, a storage warehouse that enables returning students to register online, staff to manage budgets, and faculty to post syllabi for student access.

Clery Report

In August 2011, a federal performance review of the College's Clery reporting was conducted, which resulted in the College being put on provisional status for Title IV financial aid. In direct response to the audit team visiting MassBay, the College created and hired a Deputy Director of Public Safety for Emergency Planning and formed a Clery and Public Safety Committee ("CAPS Committee"). The Deputy Director has responsibility for emergency operations and training at the College, addressing the data that needs to be collected and reported, and works with the CAPS Committee. The CAPS Committee meets twice monthly and the purpose of the Committee is to develop and implement policies and procedures to ensure ongoing compliance with the Clery Act, including preparation and distribution of the College Annual Security Report ("ASR"). After receiving the results of the audit in fall 2014, the College submitted an official response, which can be found in [Appendix 10-1](#).

The CAPS Committee is organized into five subcommittees: Clery Act Compliance, Policies & Procedures, Education & Training, Emergency Preparedness, and Critical Incident. The CAPS Committee underwent training for their responsibilities at a two-day Clery Act training program presented by the Clery Center for Security on Campus, which was offered through the Massachusetts Community Colleges' Office of the General Counsel. The Committee also has completed:

- Incident Command Center (ICS) Training;
- Emergency Notification System (ENS) Training;
- First Responder Training provided by the College's EMT Department; and
- Campus Security Authority (CSA) Training.

The College has taken steps to ensure that prospective students and employees are notified of the ASR's availability. Through the College's Admissions Application, both hard copy and on-line, prospective students are notified of the availability of the College's ASR.

Appraisal

The College is evolving its communications strategy to take on a more modern approach. Messages are typically disseminated through multiple forms, including email, website, digital displays, video, and social media. The College's website has become a clearinghouse of key information and data and is the first place internal and external people visit to find information. There have been improvements over the last several years to the website's aesthetics and utility.

The College still struggles to find the most effective methods of reaching current students. While every registered student is assigned a MassBay email account through Gmail, not every student regularly references that email account, despite being instructed to do so at orientation. In addition to sending notices via email, messages are posted around campus on fliers and posters, on television screens, over social media, and on occasion by automated phone calls recorded by College officials. We safeguard text message SMS information and only use them for emergency notifications. However, we realize texting may be the most reliable and perhaps even preferred mechanism for students to receive information.

In emergency situations, the College utilizes the following tools to disseminate key information: email blasts, text messages, recorded voicemails, "pop up" notices on the college homepage, posts to social media platforms including Facebook, Twitter and Instagram, press releases, public statements, and media interviews. Notices can also be displayed in every classroom and public space that have overhead projectors. The projector network can be activated at a single desktop computer, which will take over in use projectors and automatically turn on those that are not in use to display emergency messages. More training is required to effectively use the projector notification system.

We have also evolved the production of the College Catalog to be comprehensive and inclusive, while at the same time carefully structured and overseen by few to ensure quality and consistency of voice throughout the publication. The Office of the Provost and the Marketing Department lead a process whereby edits to the previous year's Catalog are made by the persons responsible for the areas addressed in a particular section of the Catalog. All content is then reviewed by both offices to make final edits and changes. A timeline has been established to allow ample time for review and publishing to produce the Catalog in April each year.

The general measures of effectiveness of the College's outreach and communications are by monitoring website traffic via Google analytics and by feedback received by recruiters, members of the Marketing Department or other college officials. Increasing proactive solicitation of feedback from website users, and from people receiving College publications is a priority moving forward. While the College profiles have been well received, we need to be more diligent about posting information about our faculty on the website. Faculty members have been encouraged to submit biographies, publications, and other information related to their expertise for the website, but so far participation has been sparse. The College will work diligently to emphasize to faculty the importance of having public faculty profiles. The excellent education and training of our faculty along with their extensive accomplishments are key tools to market

the great benefit of choosing a quality, affordable education at MassBay. The College, therefore, deems it necessary to have a comprehensive faculty profile section on its website.. Biographies of the members of our Foundation Board and Alumni Council have been posted and can serve as a model for the profiles we'd like to see from faculty.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> Beginning spring 2015, the College will solicit feedback from faculty and staff to ensure that our website content and college publications are current, accurate, informative, and useful. 	Vice President Enrollment Management & Student Services; Director of Marketing & Institutional Communications; Web Developer
<ul style="list-style-type: none"> During 2015-2016, the College will expand faculty information on the College's website and provide appropriate access and training to faculty for ease and timeliness of updating. 	Vice President Enrollment Management & Student Services; Director of Marketing & Institutional Communications; Web Developer
<ul style="list-style-type: none"> During 2015-2016, the College will develop a strategic communications plan based on assessment of available data, feedback, and best practices for reaching targeted constituencies across various media platforms. 	Vice President Enrollment Management & Student Services; Director of Marketing & Institutional Communications

Institutional Effectiveness

MassBay's Marketing Department is responsible for developing and executing a data driven strategic marketing plan that supports the mission of the institution and of its strategic plan; for reviewing and maintaining the accuracy, comprehensiveness, and effectiveness of all content on the college website; for communicating to all audiences with accurate, clear, and respectful messages of value to them; for producing high-quality collateral materials and publications that are compelling, informative, and supportive of the goals for which they are intended; and for leveraging the latest technological advances to broaden the outreach efforts of the institution. We remain diligent in reviewing and revising content on the College's website—a ongoing task for our web developer. Publications are reviewed as needed, with online versions of key documents like the College Catalog updated at a moment's notice.

Table 10.1: Data First Forms, Standard 10: Public Disclosure

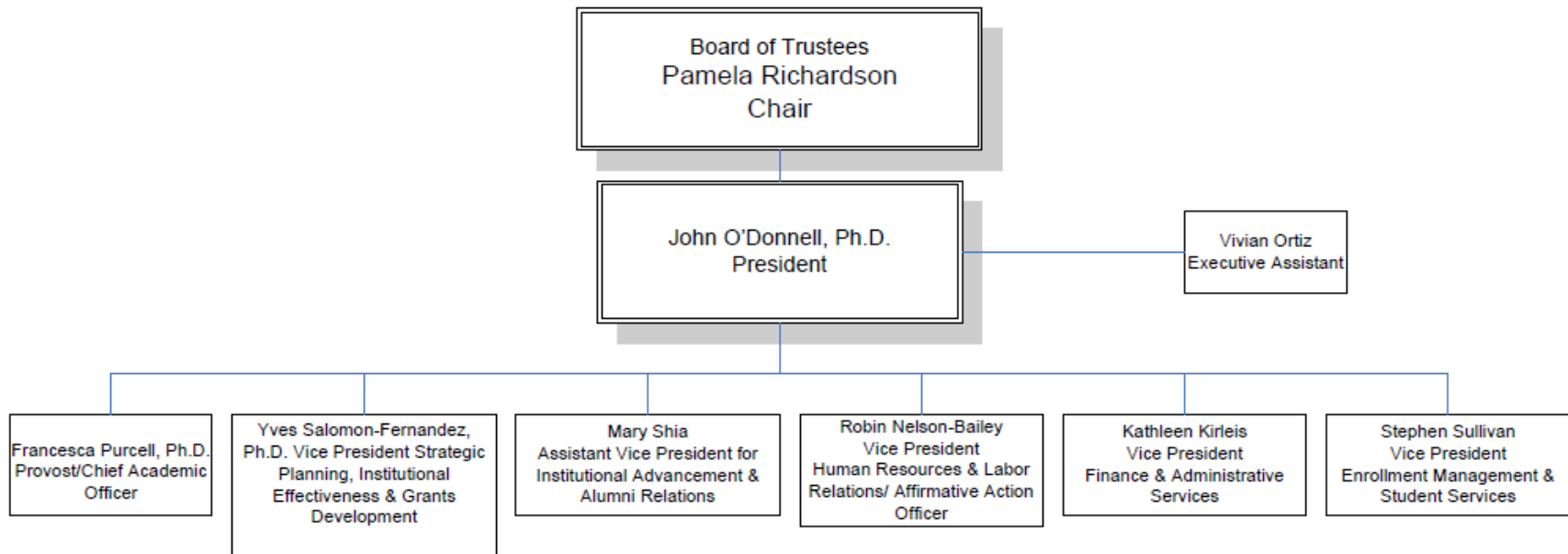
Standard 10: Public Disclosure		
Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.massbay.edu/Forms/Contact-Us	N/A
Notice of availability of publications and of audited financial statement or fair summary	www.massbay.edu/marketing	N/A
Institutional catalog	http://viewer.zmags.com/publication/32c8b3ed#/32c8b3ed/1	College Catalog
Obligations and responsibilities of students and the institution	http://viewer.zmags.com/publication/6253c2ac#/6253c2ac/1	Student Handbook
Information on admission and attendance	Admission - www.massbay.edu/enroll	College Catalog and Student Handbook
	Attendance - http://viewer.zmags.com/publication/32c8b3ed#/32c8b3ed/53	
Institutional mission and objectives	www.massbay.edu/Who-We-Are/Mission-Statement	College Catalog and Student Handbook
	www.massbay.edu/Who-We-Are/Strategic-Plan	
Expected educational outcomes	www.massbay.edu/curriculumsheets	College Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	www.massbay.edu/Who-We-Are/Mission-Statement	College Catalog and Student Handbook
Requirements, procedures and policies re: admissions	www.massbay.edu/Admissions-and-Financial-Aid/Admissions	College Catalog
Requirements, procedures and policies re: transfer credit	www.massbay.edu/transfercredit	College Catalog
A list of institutions with which the institution has an articulation agreement	www.massbay.edu/Current-Students/Transfer-Agreements	available in Academic Advising office
Student fees, charges and refund policies	Fees & Charges - www.massbay.edu/Current-Students/Student-Accounts/Tuition---	College Catalog
	Refund Policies - www.massbay.edu/Current-Students/Student-Accounts/Withdrawal-and-Refund-Policy-Schedule	
Rules and regulations for student conduct	www.massbay.edu/handbook	Student Handbook
Procedures for student appeals and complaints	www.massbay.edu/handbook	Student Handbook
Other information re: attending or withdrawing from the institution	http://viewer.zmags.com/publication/32c8b3ed#/32c8b3ed/54	College Catalog and Student Handbook
Academic programs	www.massbay.edu/curriculumsheets	College Catalog
Courses currently offered	www.massbay.edu/courses	Available in Academic Advising office
Other available educational opportunities	and-Partnerships/Corporate--Community-Education	College Catalog
	http://viewer.zmags.com/publication/32c8b3ed#/32c8b3ed/40	
Other academic policies and procedures	Students/Academic-Achievement-Center-Policies	College Catalog and Student Handbook
Requirements for degrees and other forms of academic recognition	Degree Requirements - www.massbay.edu/curriculumsheets	College Catalog and Student Handbook
	Academic Recognition - www.massbay.edu/honors	

Table 10.1: Data First Forms, Standard 10: Public Disclosure (Continued)

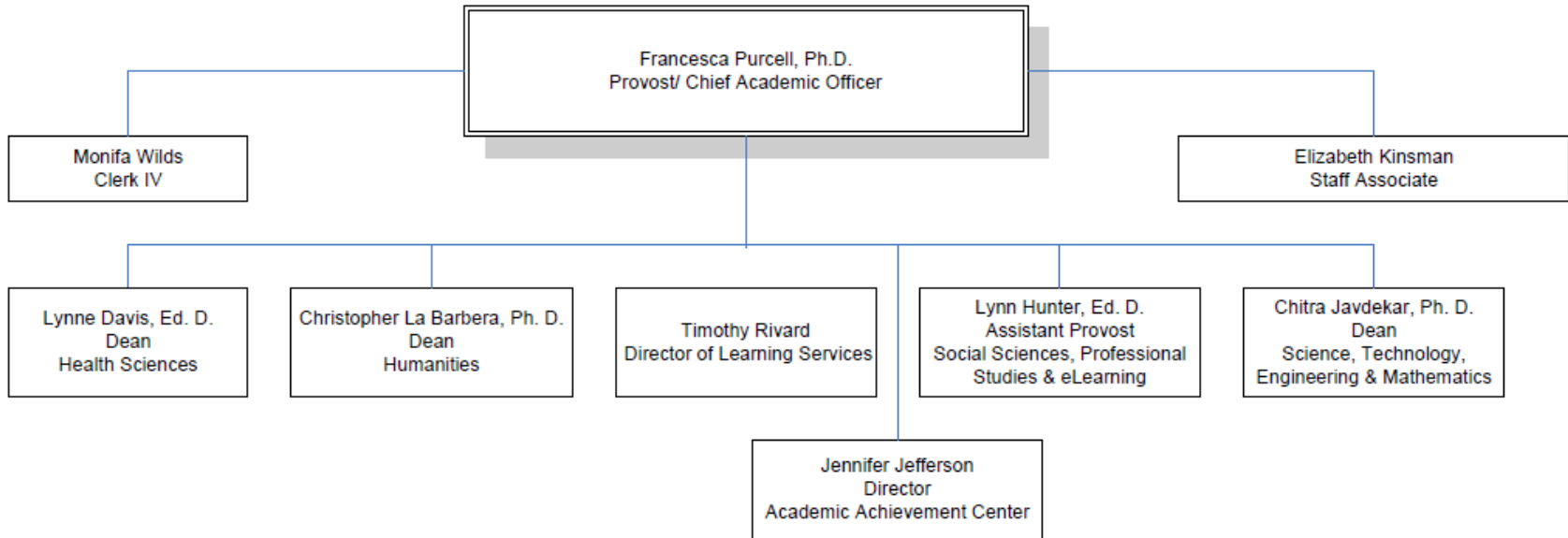
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://viewer.zmags.com/publication/32c8b3ed#/32c8b3ed/236 http://viewer.zmags.com/publication/d83db2fc#/d83db2fc/50	Only names and e-mail addresses are provided for part-time faculty
Names and positions of administrative officers	www.massbay.edu/President_s_Cabinet/	College Catalog
Names, principal affiliations of governing board members	www.massbay.edu/Who-We-Are/Board-of-Trustees	College Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	www.massbay.edu/Who-We-Are/Locations www.massbay.edu/elearning/	College Catalog
Programs, courses, services, and personnel not available in any given academic year.		College Catalog
Size and characteristics of the student body	www.massbay.edu/fastfacts/	Fact Book
Description of the campus setting	www.massbay.edu/Who-We-Are/Locations	College Catalog
Availability of academic and other support services	www.massbay.edu/aac/ www.massbay.edu/Current-Students/Academic-Advising www.massbay.edu/careers/ www.massbay.edu/veterans/ www.massbay.edu/disabilityresources/ www.massbay.edu/counseling/	College Catalog and Student Handbook
Range of co-curricular and non-academic opportunities available to students	www.massbay.edu/athletics/ www.massbay.edu/studentactivities	College Catalog College Catalog and Student Handbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.massbay.edu/Who-We-Are/Locations.aspx	College Catalog
Institutional goals for students' education	www.massbay.edu/Academics/Graduation-Competencies	available in Academic Advising office
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.google.com/url?q=http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Who_We_Are/MassBay-FactBook-2014-v7.pdf&sa=U&ei=fToIVaDFD4SFyQSBiYGIBw&ved=0CAUQFjAA&client=internal-uds-cse&usq=AFQjCNEH4UQ3weLGC-DQVqxa3s_p2OuP5g	Fact Book
Total cost of education, including availability of financial aid and typical length of study	www.massbay.edu/calculator www.massbay.edu/Admissions-and-Financial-Aid/Sources-of-Financial-Aid	Available in Financial Aid office
Expected amount of student debt upon graduation	www.massbay.edu/Admissions-and-Financial-Aid/How-To-Apply-For-Financial-Aid	Available in Financial Aid office
Statement about accreditation	www.massbay.edu/Who-We-Are/Accreditation--Approvals	College Catalog

Organizational Charts

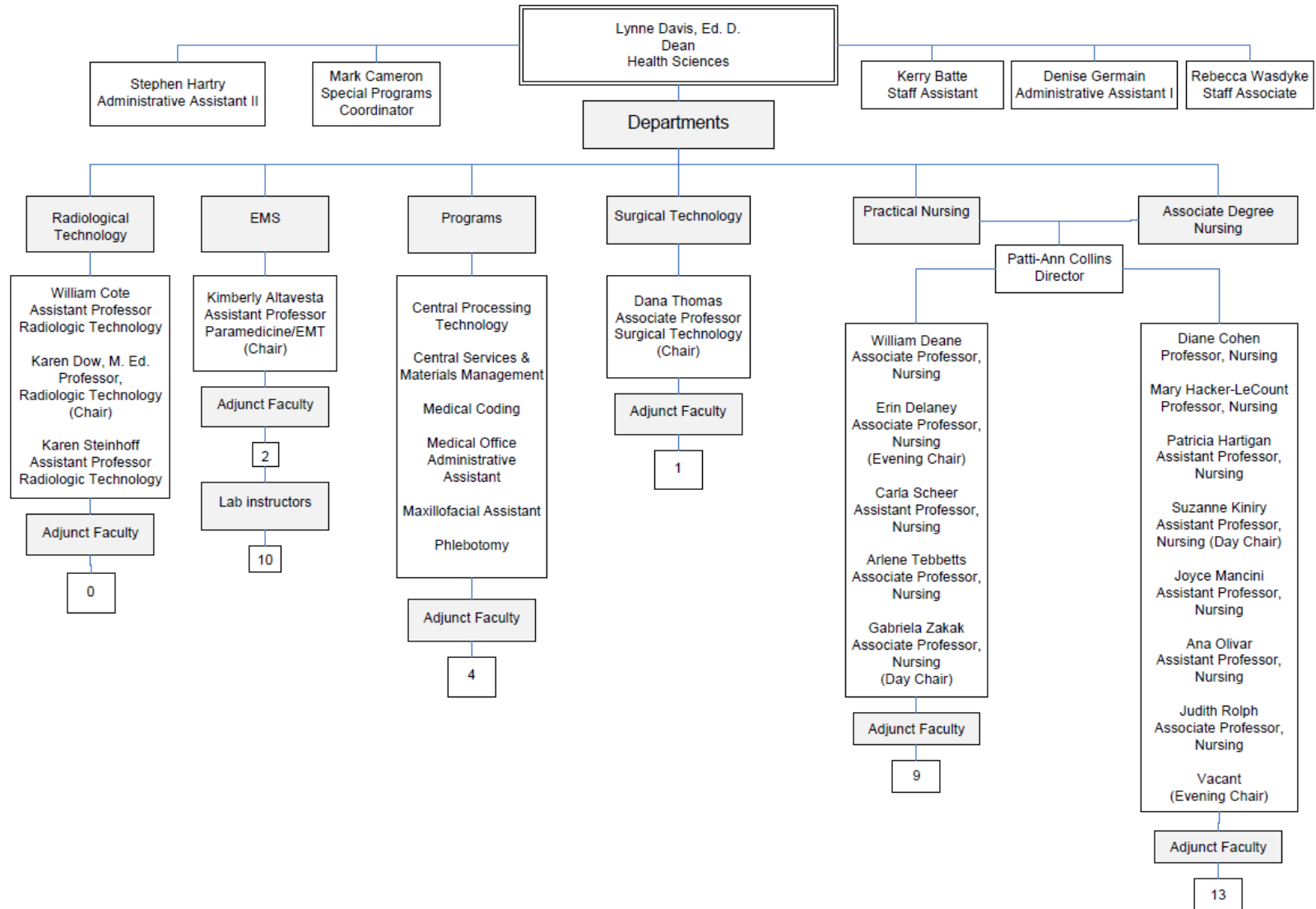
Massachusetts Bay Community College



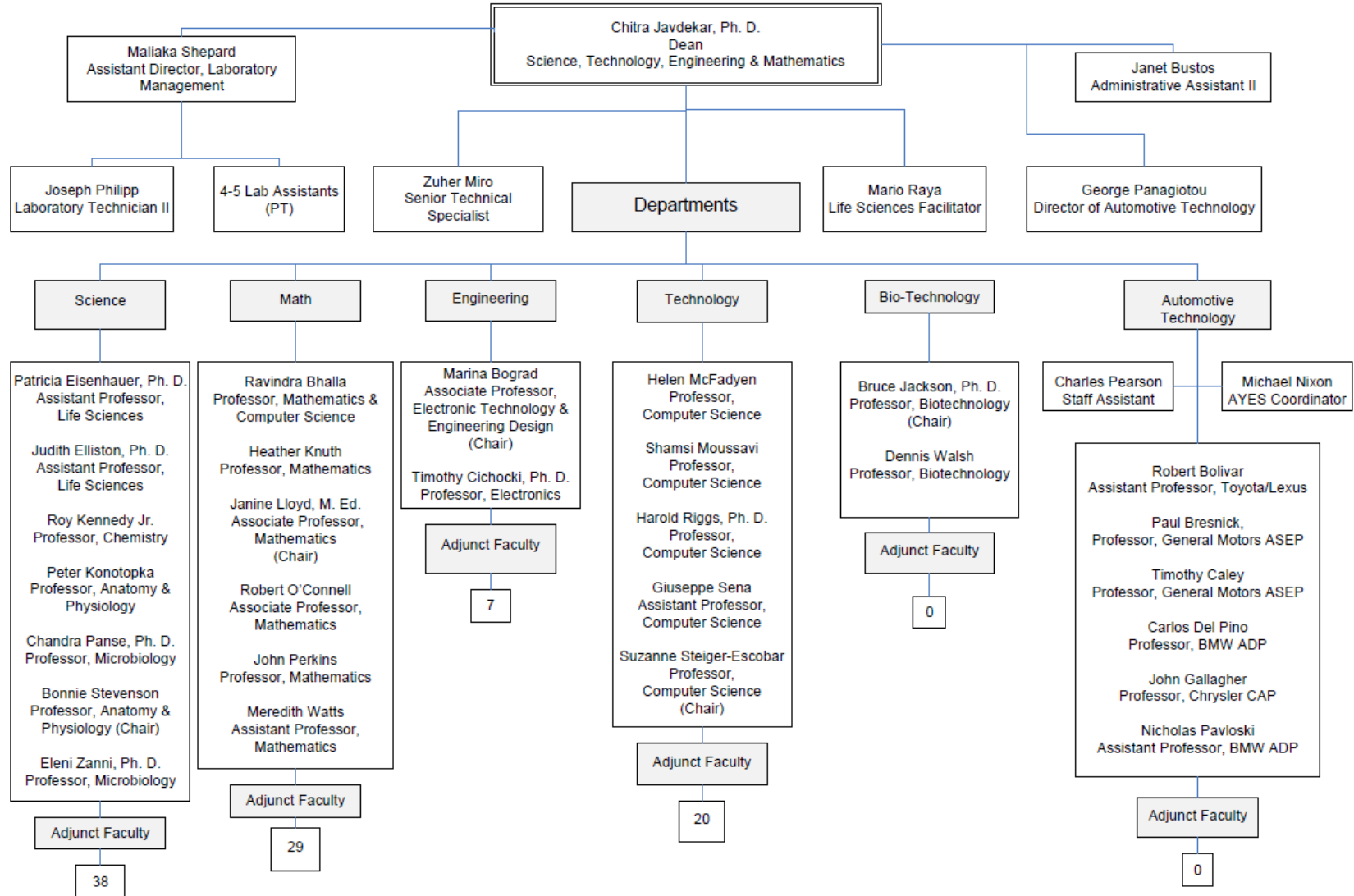
Academic Affairs



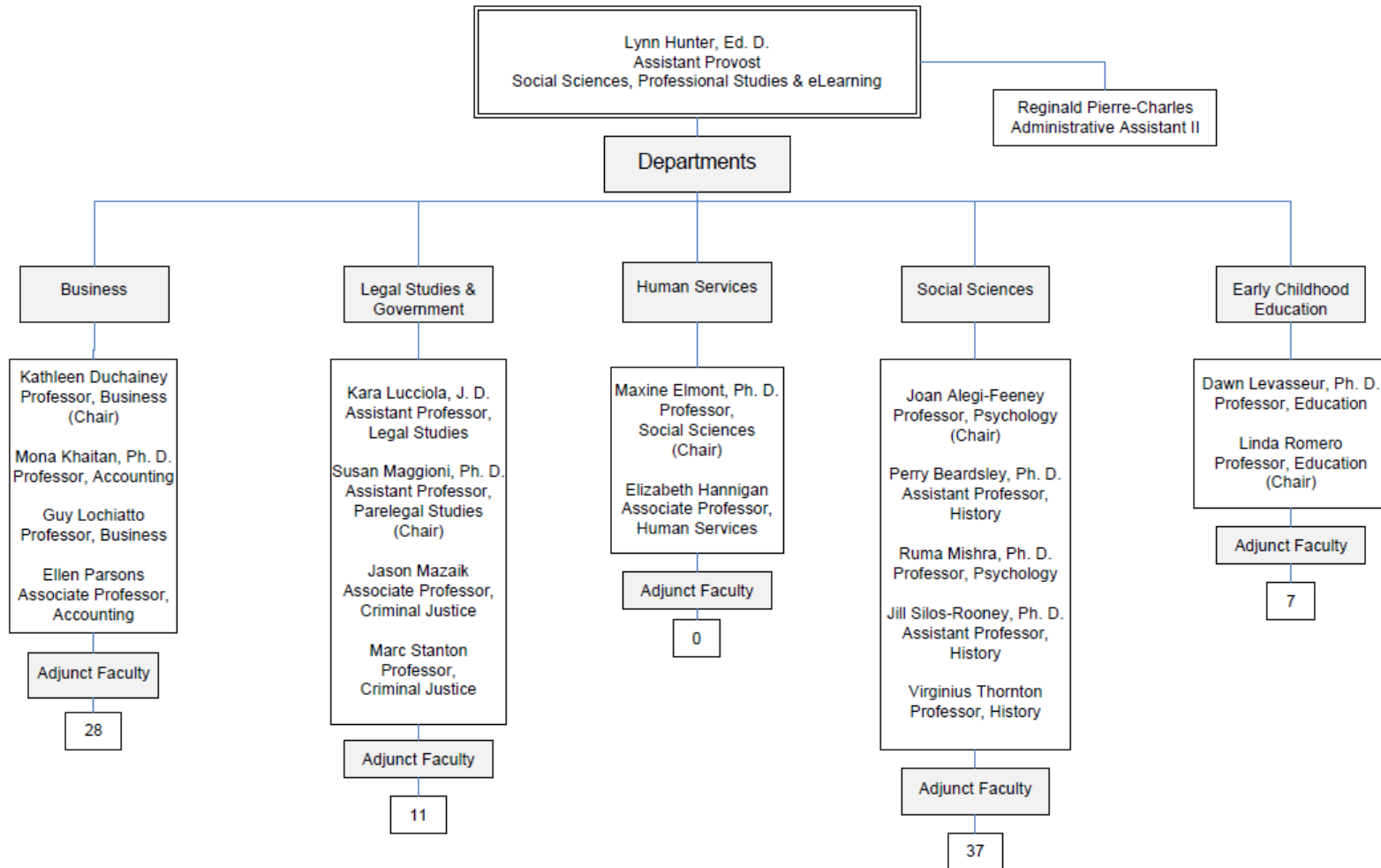
Division of Health Sciences

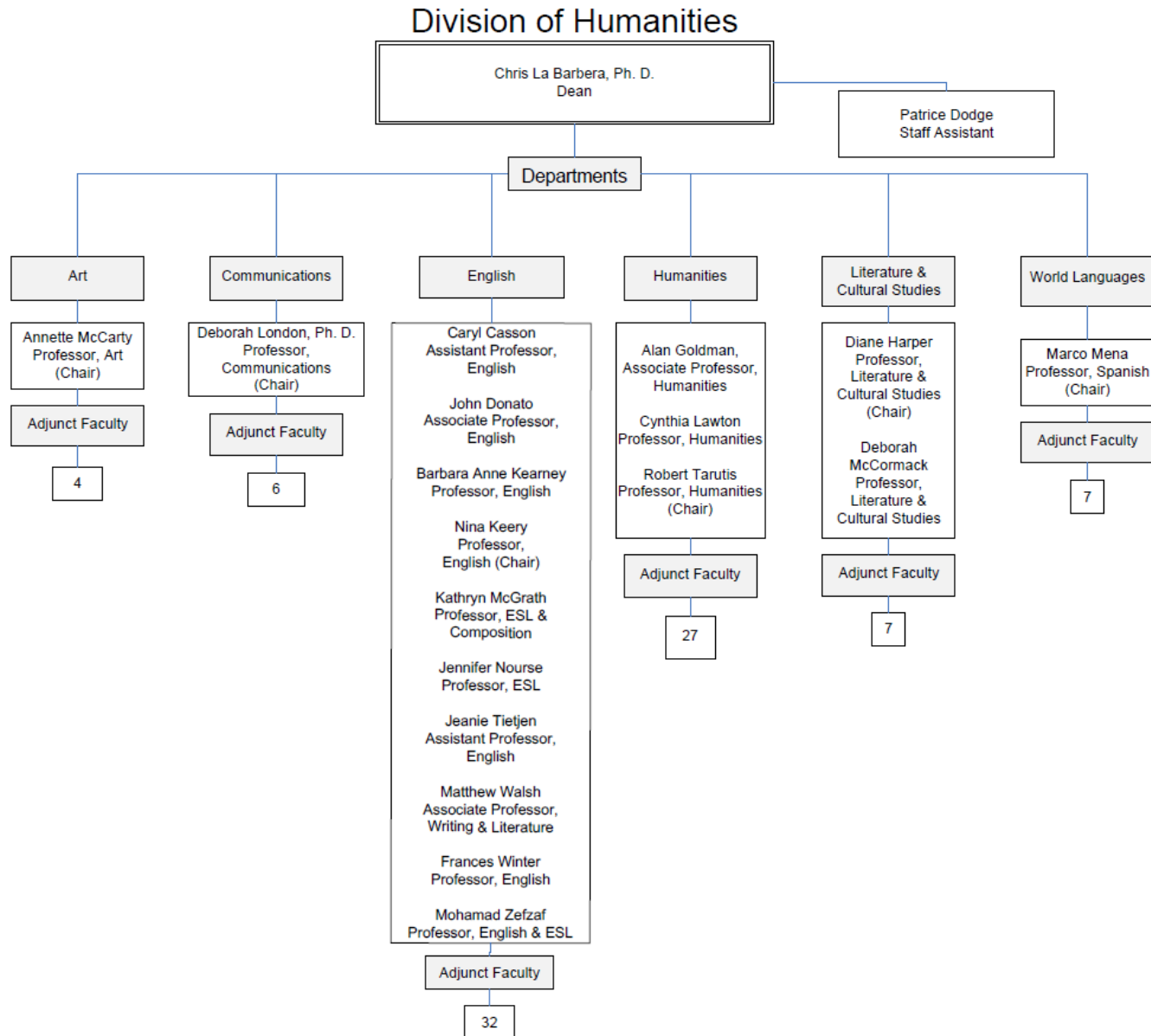


Division of Science, Technology, Engineering & Mathematics

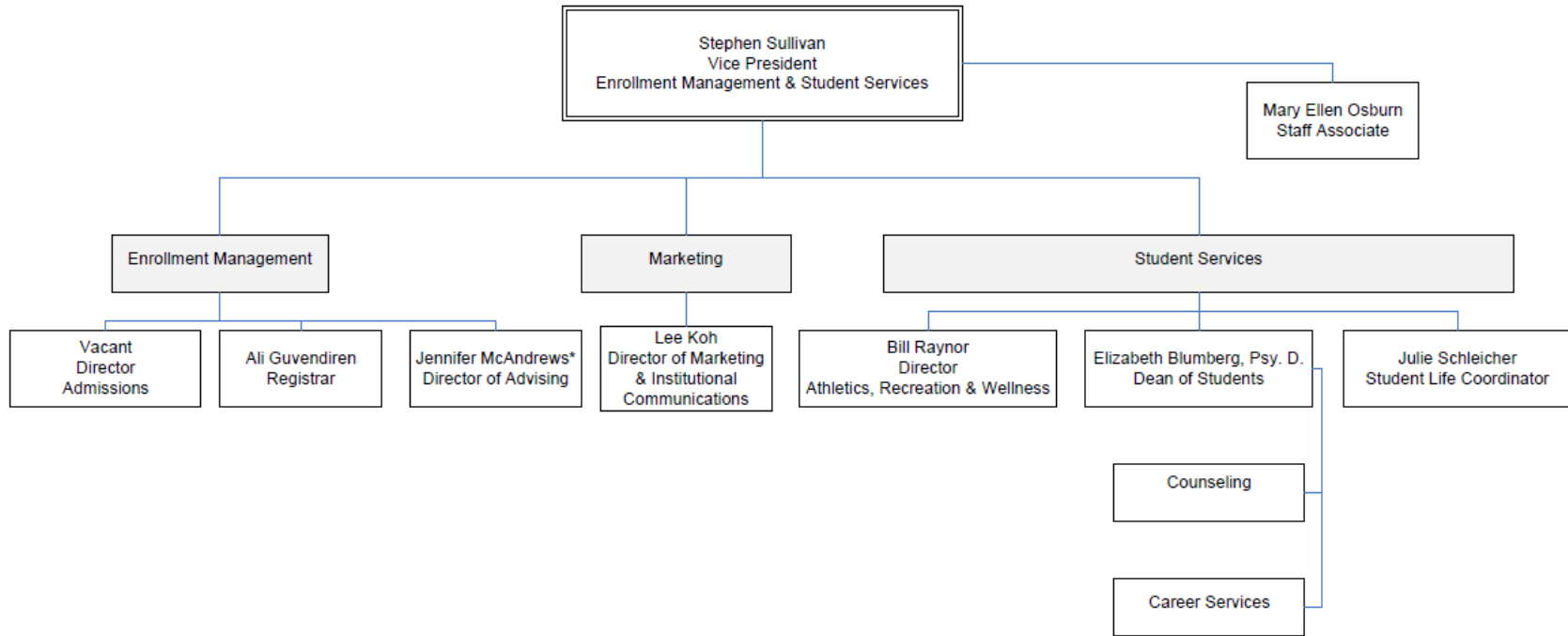


Division of Social Sciences, Professional Studies & eLearning





Enrollment Management, Marketing & Student Services

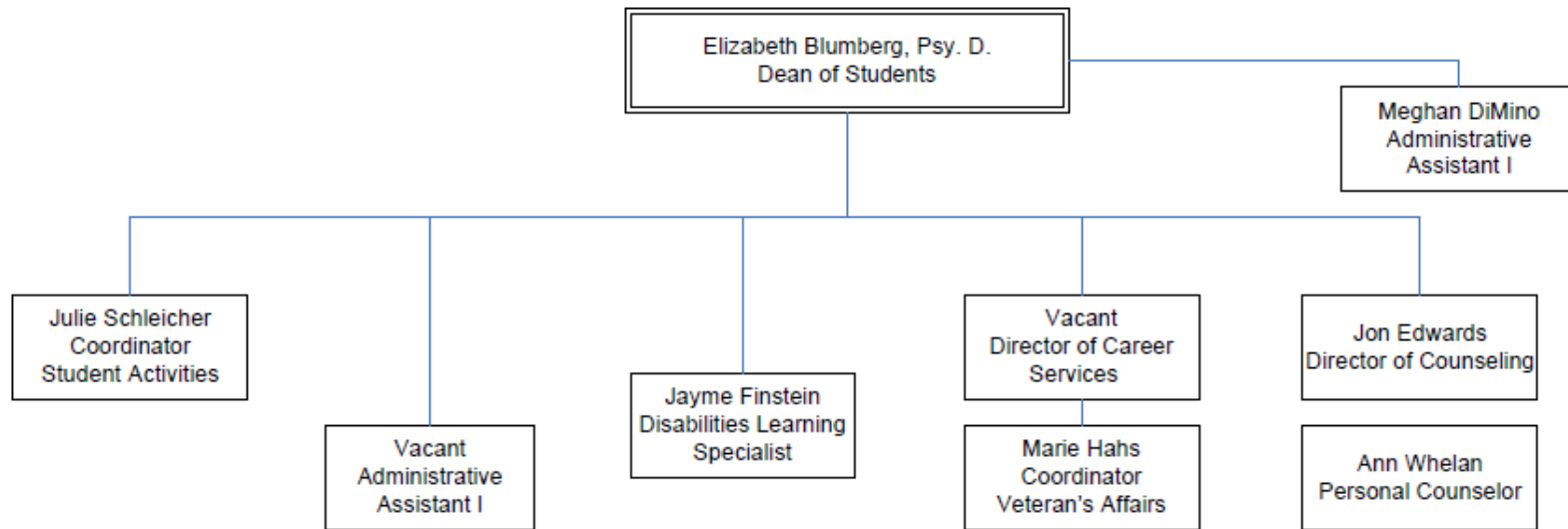


*Interim

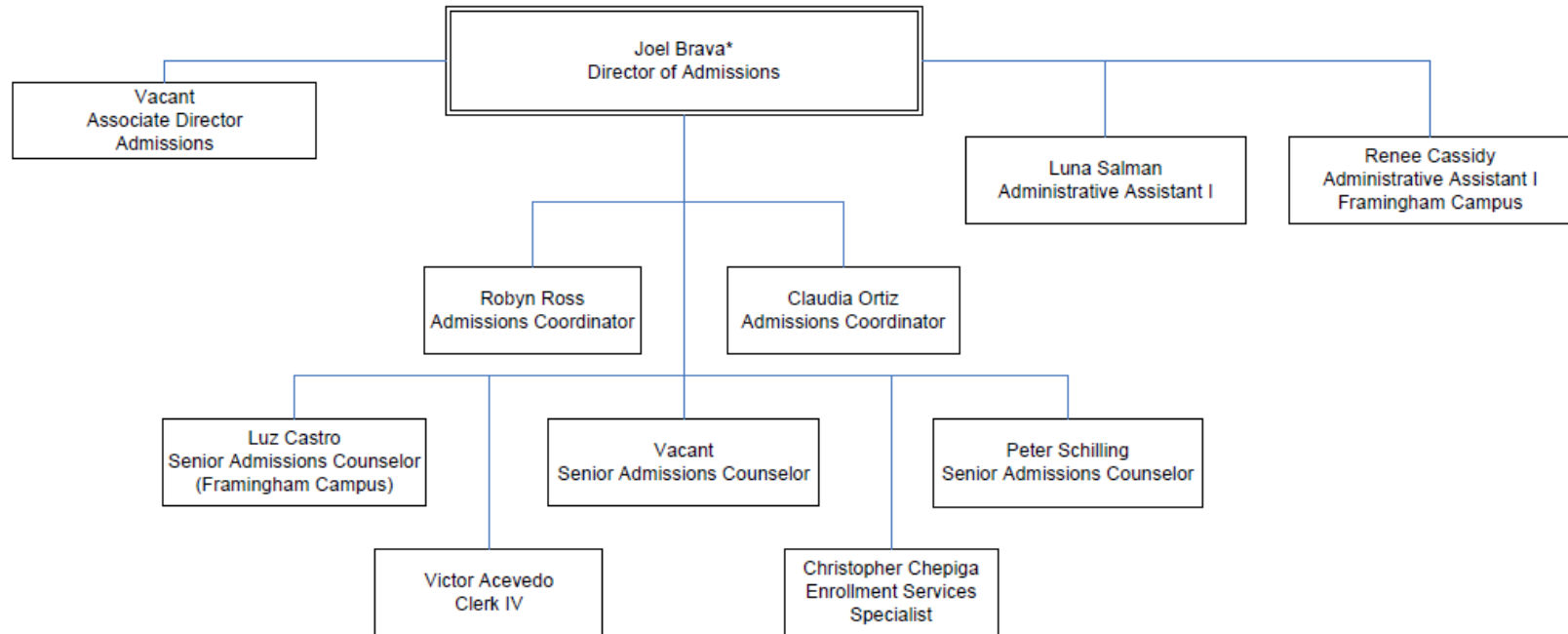
Marketing



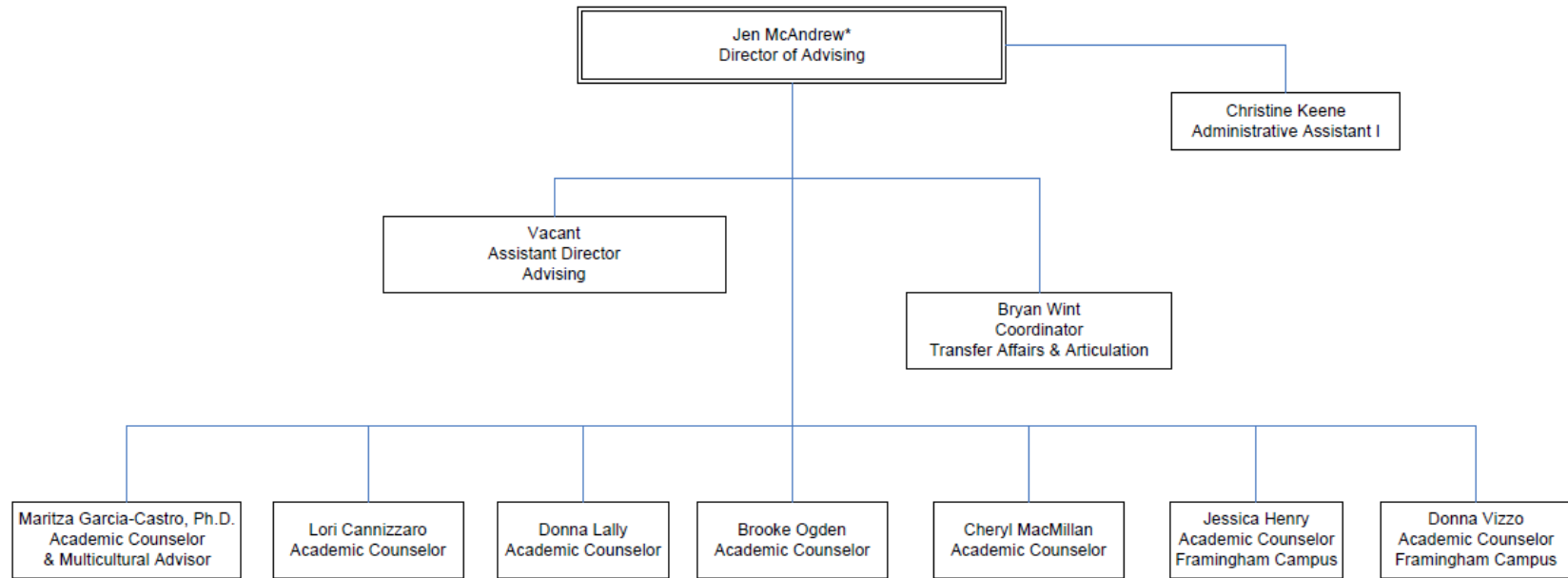
Student Services



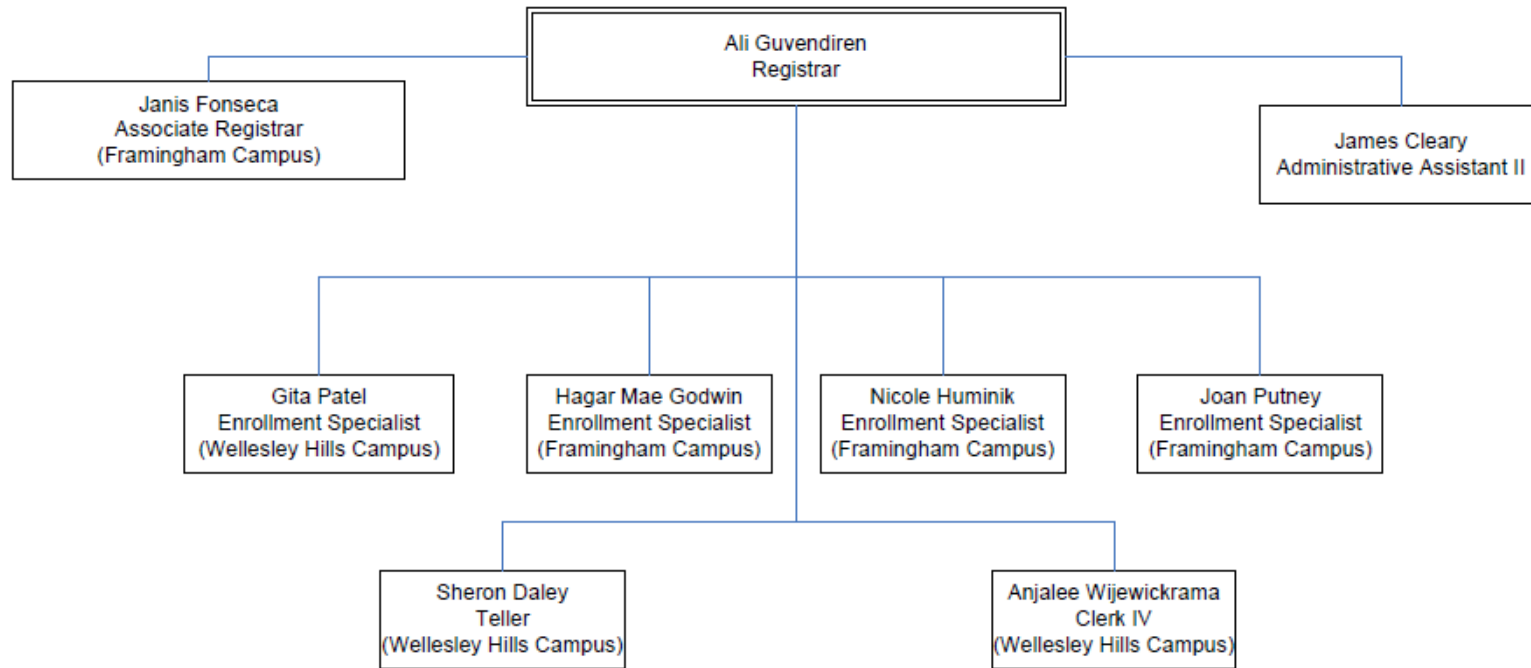
Admissions Office



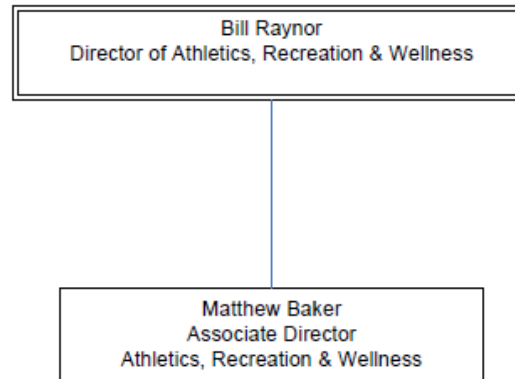
Advising Office



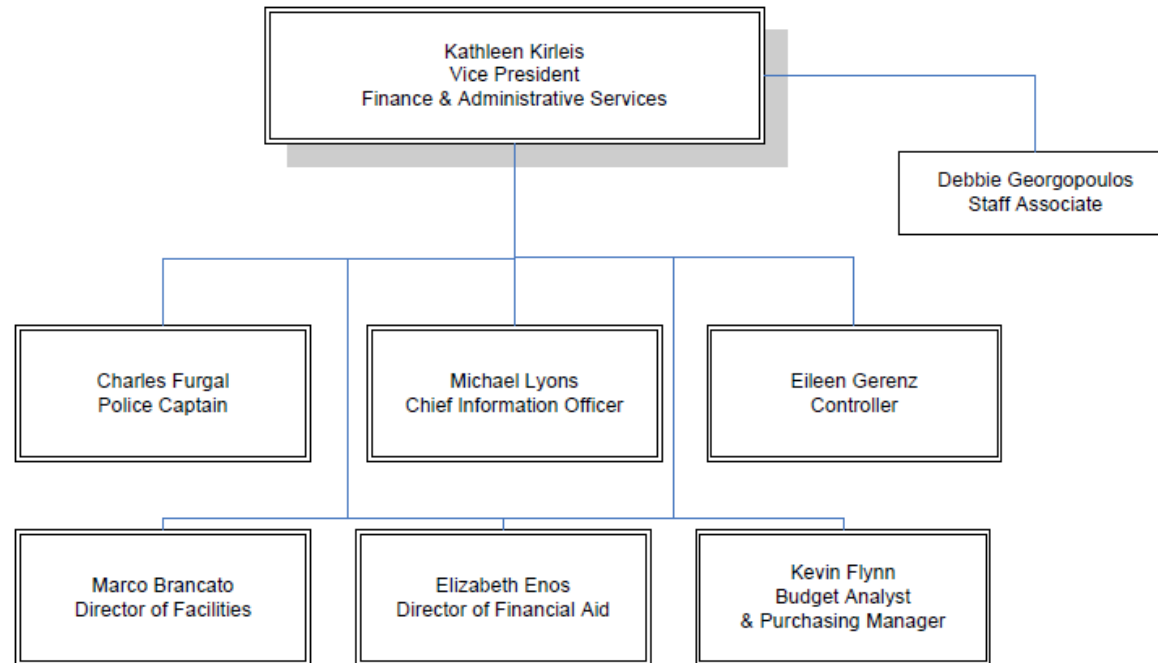
Registration



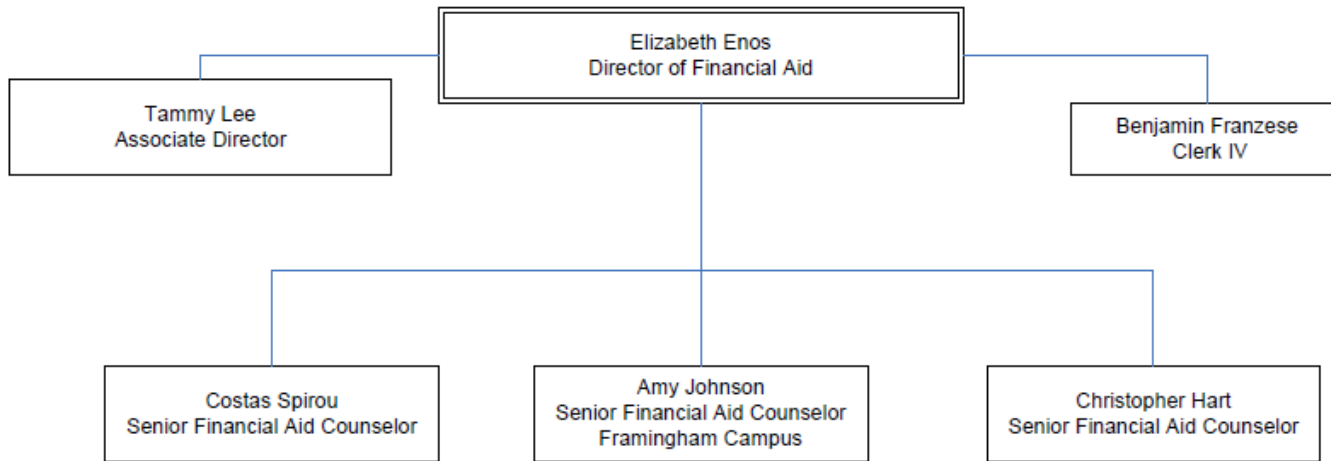
Athletics, Recreation & Wellness



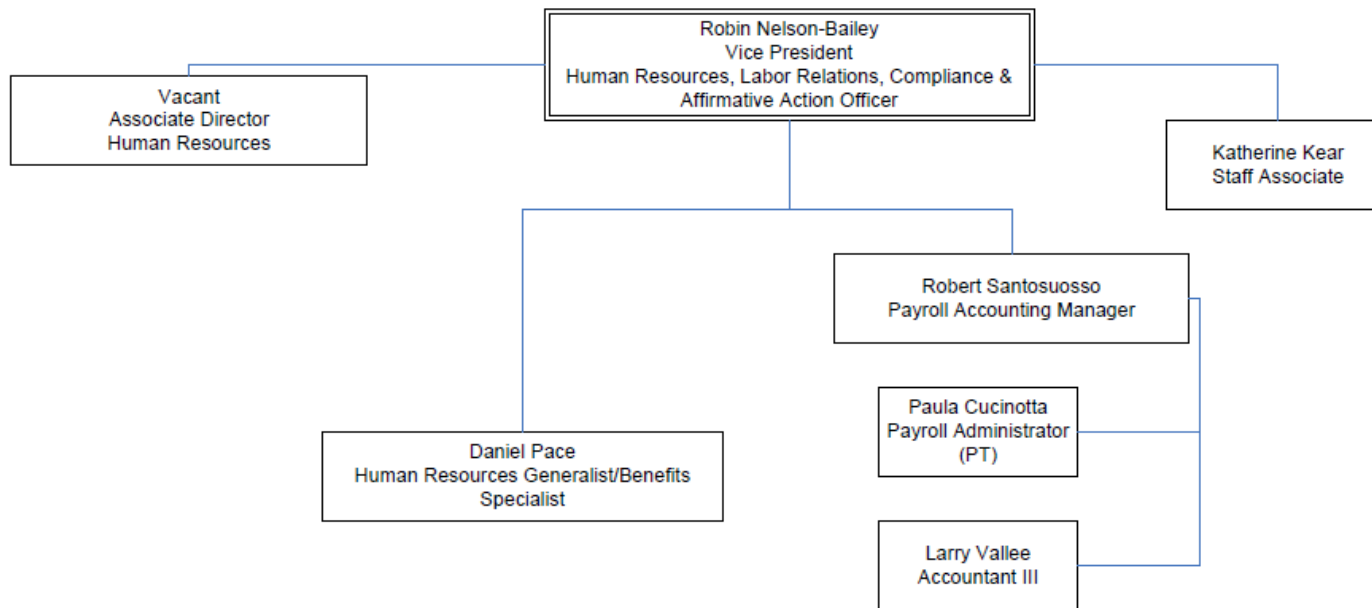
Finance & Administrative Services



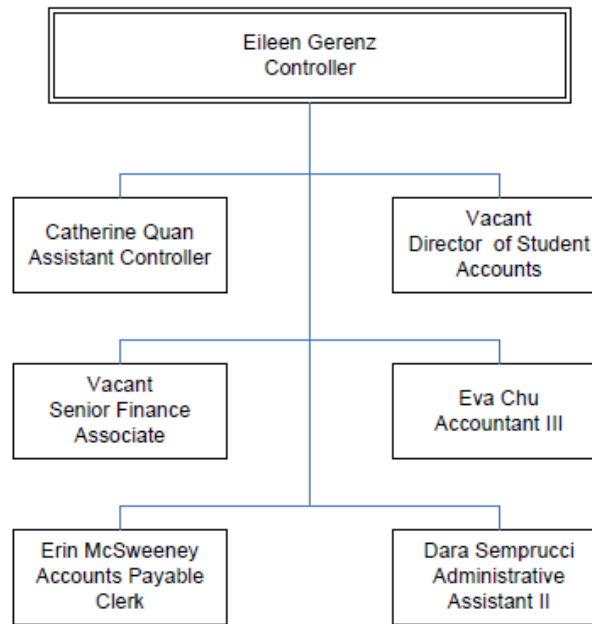
Financial Aid Office



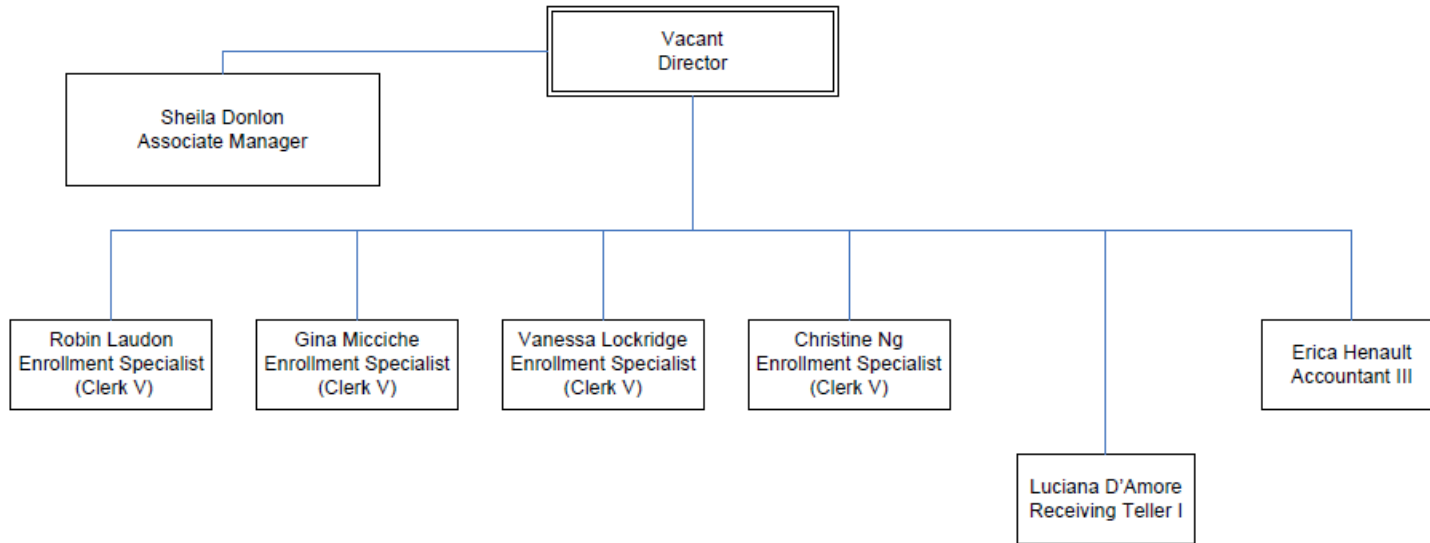
Human Resources & Payroll



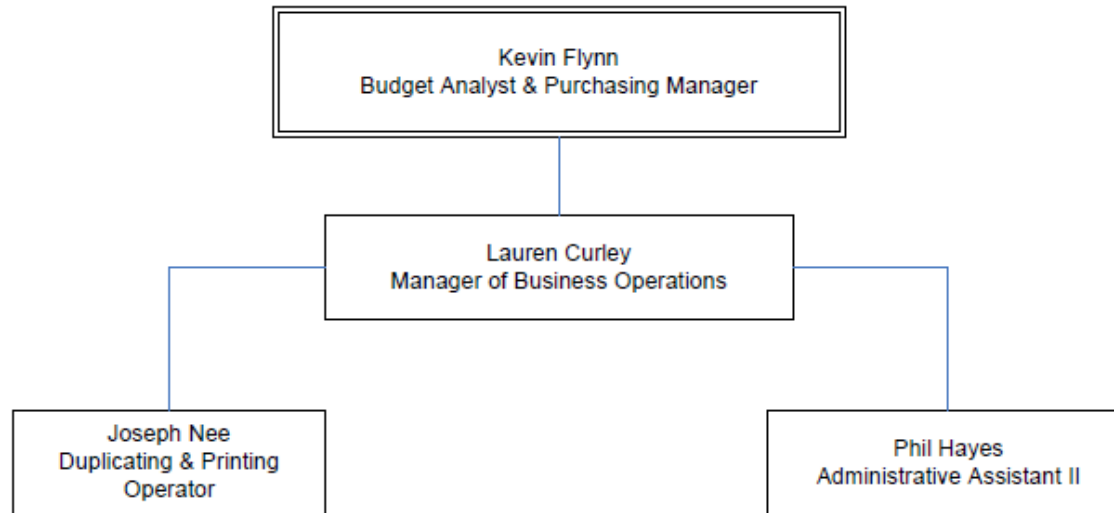
Controller



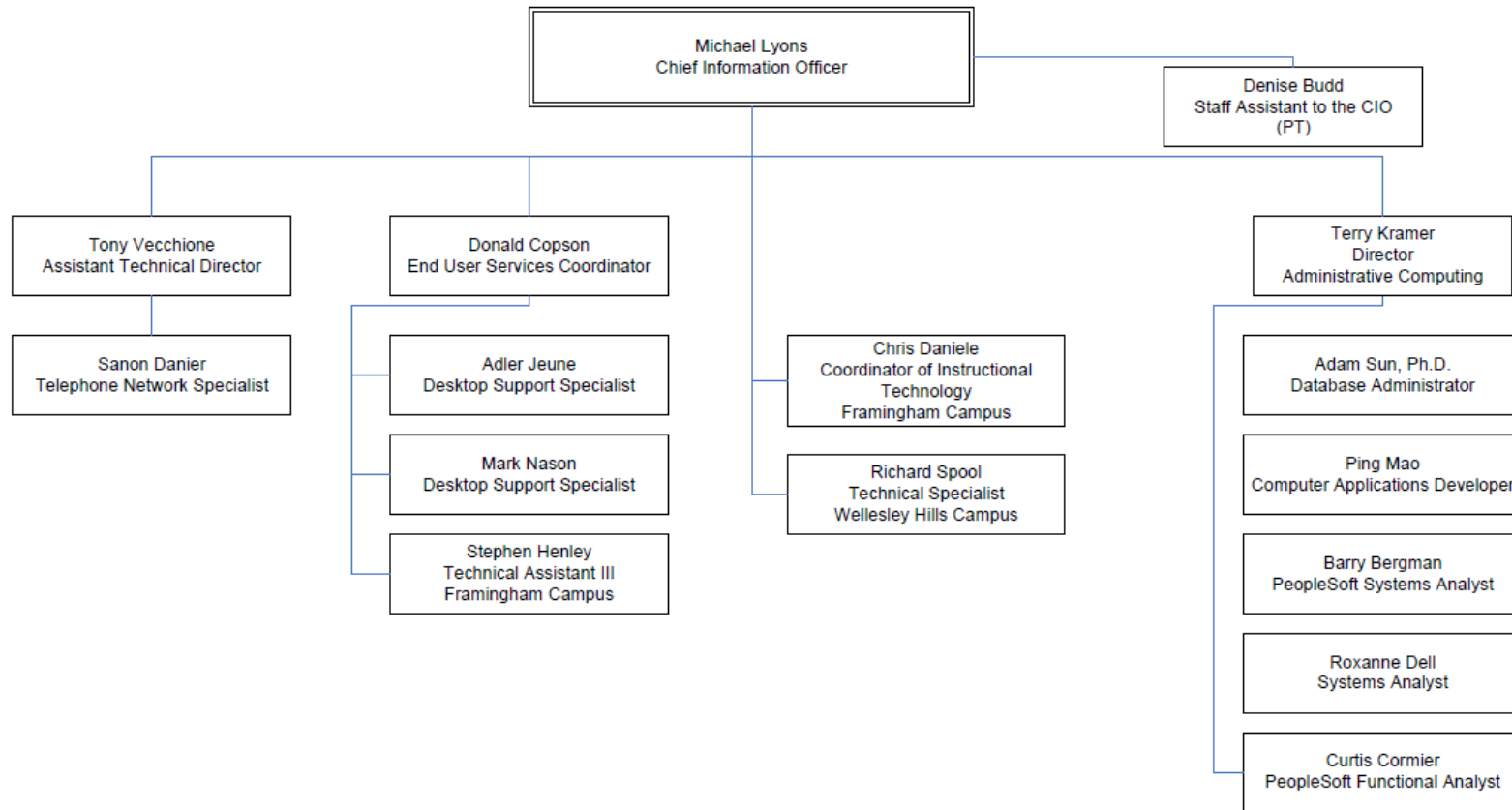
Student Accounts

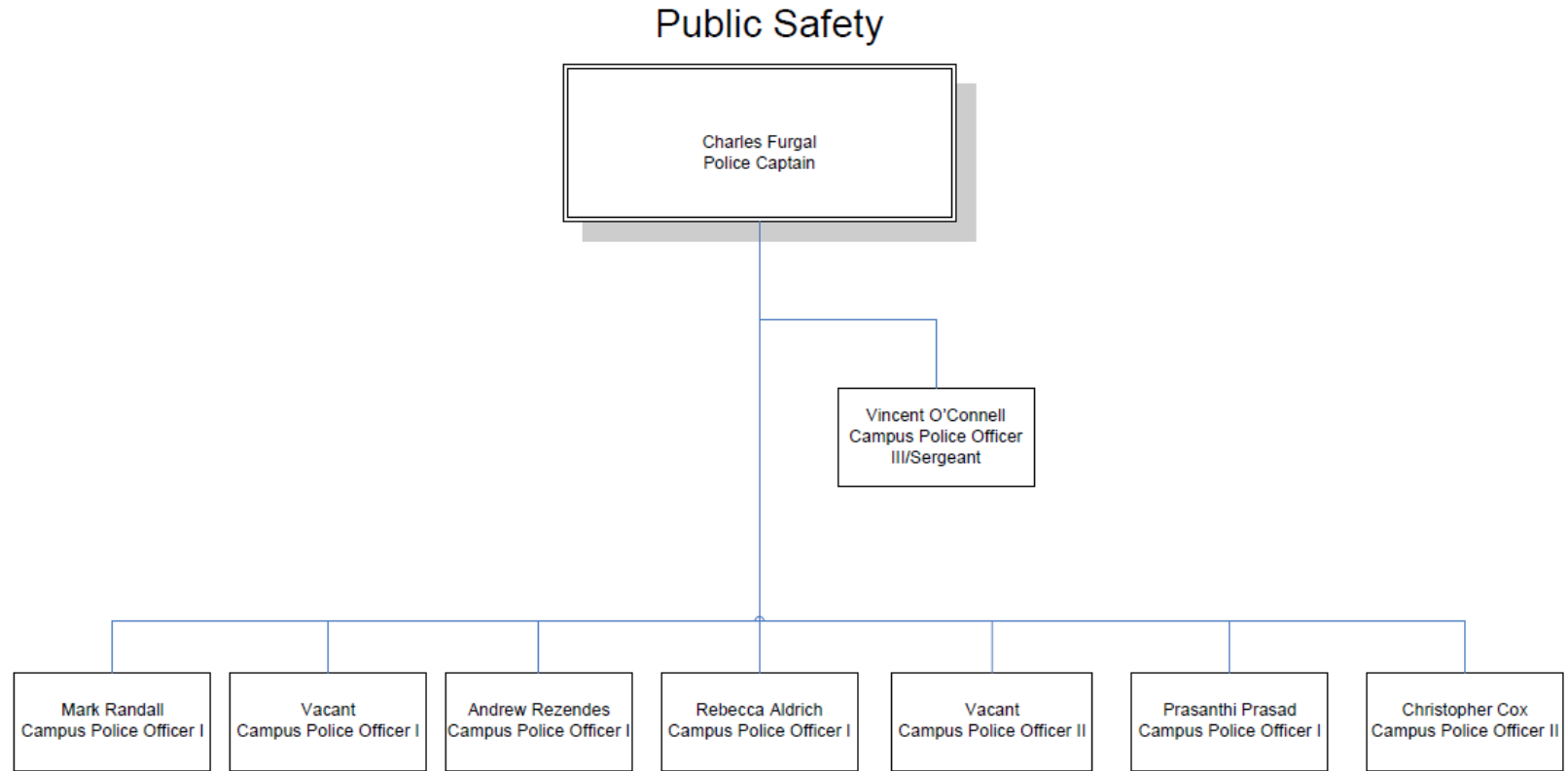


Purchasing

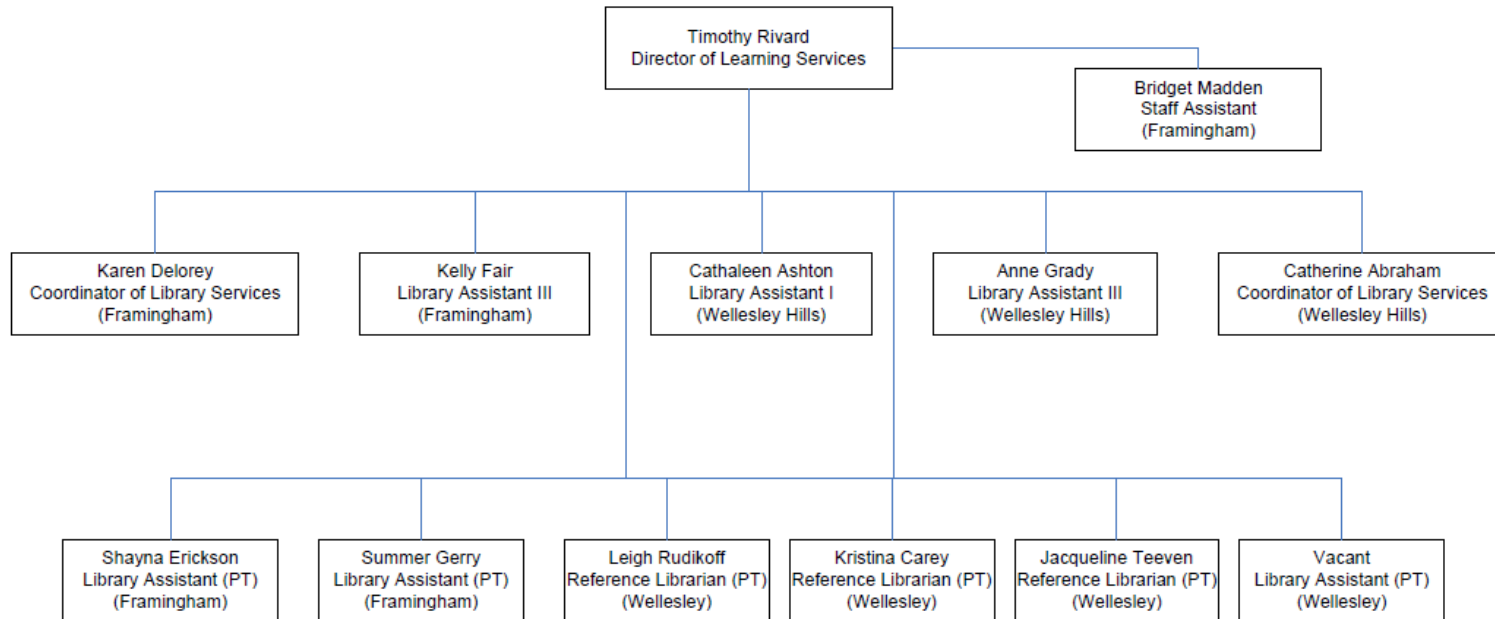


Information Technology

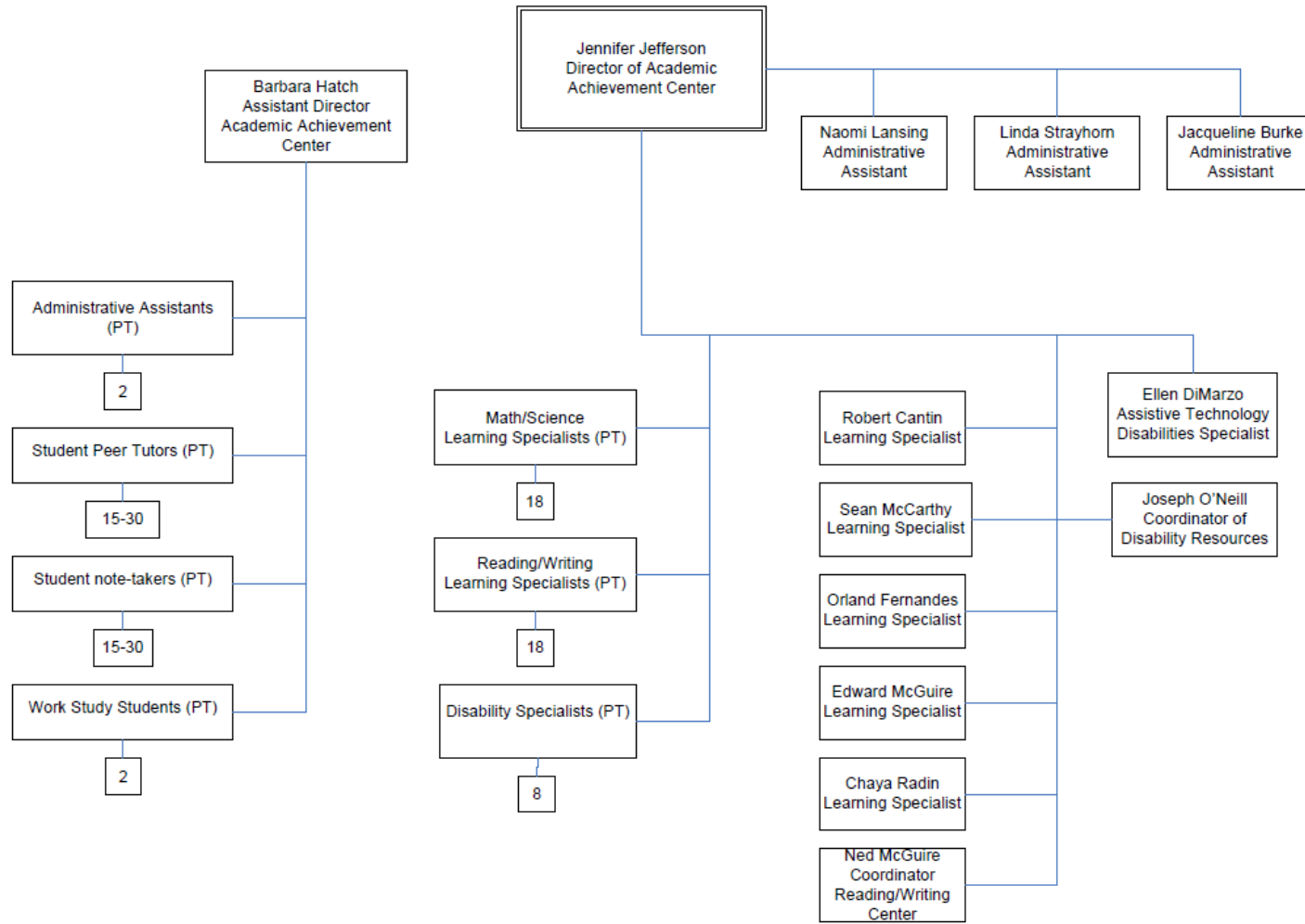




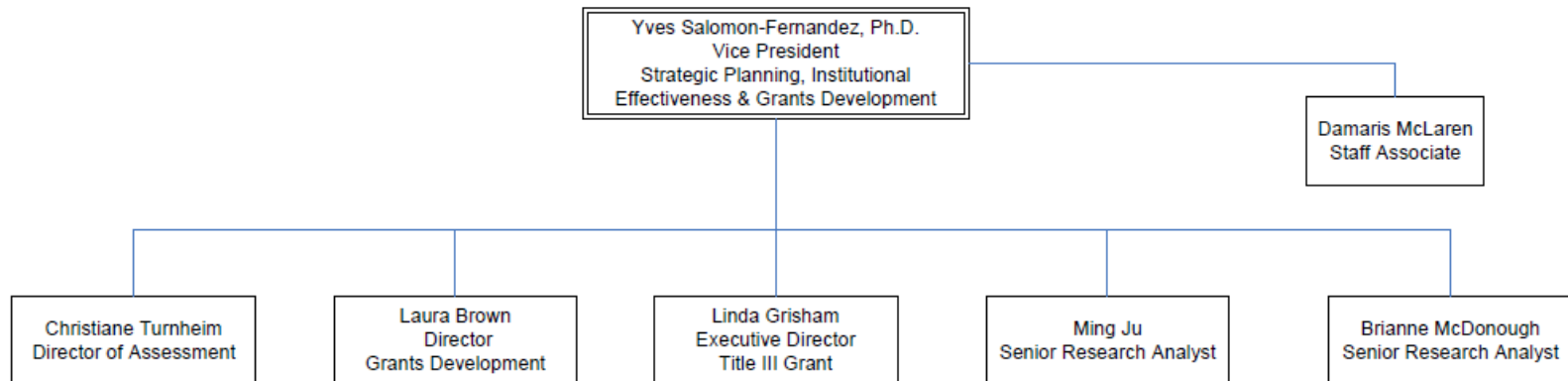
Learning Services/Library



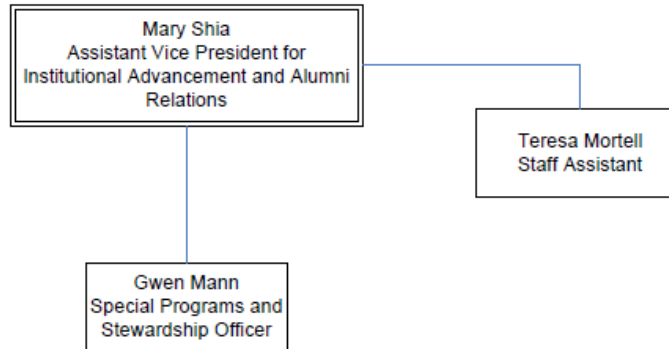
Academic Achievement Center



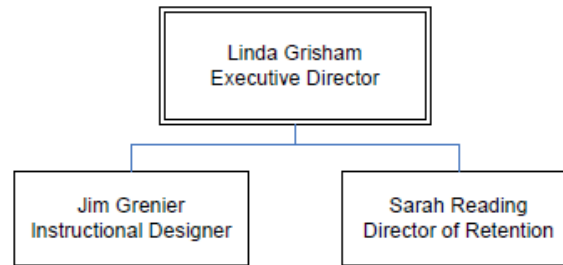
Strategic Planning, Institutional Effectiveness & Grants Development



Foundation/Alumni Affairs



Title III



Standard Eleven:

Integrity

Standard Eleven: Integrity

Description

MassBay Community College continues to develop an atmosphere that fosters integrity at all levels in the institution. The College has developed a new strategic plan that is publicly available on the College's website. The College has worked towards a transparent environment with town hall meetings, frequently hosted by the President, to provide updates on new developments affecting the College and to solicit feedback on various topics. Through its website, publications, email, BlackBoard, and meetings, MassBay adheres to high standards of openness, transparency, and compliance with its published policies. This is a marked improvement from prior years when the College was often the subject of negative media attention both at the local and national levels and when faculty and staff reported having little to no voice at the College, which was also documented by the NEASC visiting team ([Appendix 11-1](#)).

Institutional documents developed locally or as part of our bargaining agreements guide detail duties and responsibilities. Upon employment, all faculty members receive the MCCC Handbook, which addresses Academic Freedom and Responsibility. Likewise, Non-Unit Professional Staff receive a handbook of policies and procedures. College governance is made up of faculty members, professional staff, and non-voting administrators. Governance oversees the development and implementation of new academic programs and changes to existing programs. Faculty members are nominated by their peers and serve on Governance Committees for terms of one academic year. All academic divisions are represented in equal numbers on College governance committees. Governance-related documents are maintained on Blackboard and are accessible to faculty and staff.

Many academic programs are accredited and approved by outside agencies and must adhere to additional standards outside of the College, as shown in the first few pages of this self-study. Programs that fall in this category are identified as such on their curriculum sheets which are posted on the website and in the College Catalog. The name, addresses, and website information for these agencies are provided in the College Catalog so students may independently access information about standards. In addition, MassBay has an active Institutional Review Board (IRB). The IRB and the Vice President for Strategic Planning, Institutional Effectiveness and Grants Development review and advise on issues of integrity in research and assessment. Trainings and guides are available for ensuring that faculty and staff are adequately informed and seek IRB approval prior to embarking on human subjects research. Resources for faculty in this area are available on MassBay's BlackBoard site.

Faculty and staff keep informed of college developments in many ways. The College's Board of Trustees meetings are open to the College community. Beginning in 2014, the Board of Trustees began to devote a significant portion of each of their meetings to a review of each academic program. The opening session of Professional Day is devoted to presentations that pertain to broad College initiatives and updates of each division. The President, Framingham campus Executive Officer and Provost email the faculty and staff regularly to share news and solicit feedback on key issues.

Policies Related To Students

College policies that pertain to students are published in the College Catalog, the Student Handbook, and in some cases in division handbooks and program policy publications. A version of the Student Handbook is available on the MassBay website, and students may request a copy from the Office of Student Development. The College adheres to student confidentiality laws, such as those of the Family Educational Right and Privacy Act (FERPA). The Student Handbook includes a section “Confidentiality of Student Records” and an explanation of student rights under FERPA.

Information on how a student may initiate a complaint in the case of an alleged FERPA violation is included. Student records are maintained in the Registrar’s Office. The student Code of Conduct and information about the disciplinary process, as well as student rights and grievance procedures, are included in the handbook. Students may file grievances and faculty, staff, and students may file student violations of the Code of Conduct through the Office of Student Development. The Dean of Students serves as the Code of Conduct Officer and Student Grievance Officer and oversees these processes.

Policies and procedures pertaining to admissions, enrollment, tuition, financial aid, and advising/registration are available on the MassBay website and in the College Catalog. Also available on the website are the schedules for admissions Information Sessions, at which students may find out more about programs having criteria-based admissions and have the opportunity to ask questions. Efforts are underway to gather and make public complete educational costs per program, including textbooks and required uniforms and materials. Students are able to meet with an advisor through the Advising Office or with a designated faculty advisor. Students also have access to services through the Disability Resources Office.

MassBay has developed a college-wide, resource rich, orientation program for all incoming students called SOAR (Student Orientation, Advising & Registration) to ensure that all new students are provided with essential information and access to resources. SOAR is offered multiple times throughout the summer and at both Wellesley Hills and Framingham campuses to catch the maximum number of students. An online version of this orientation has been developed for students who are not able to attend. Recently, an express version of SOAR was created. Students have the option to provide feedback on their experience at SOAR through an online survey available on the College’s website.

The Division of Health Sciences houses many of MassBay’s programs with criteria-based admissions and provides students with its own Student Handbook and policy manual at the beginning of their academic program. When significant changes are made to policies, the handbook is re-distributed to all returning students. These handbooks are also available on the website so that prospective students may be informed of policies and procedures. Policies in the handbook are program-specific and are in addition to those published in the College student handbook. These include policies pertaining to student progression, such as re-admission, medical leave, grounds for immediate dismissal, professional behavior, and clinical safety. These criteria-based programs hold orientations for incoming students every year. The division has a performance notification process that is detailed in the division handbook. Through the

handbook, students are informed of their rights to appeal their dismissal and the process to go through to apply for readmission. The division has an established appeals committee to review student cases on an individual basis.

When Health Sciences students have clinical experiences required in their program at outside agencies, those experiences take place through a contractual agreement between the College and the clinical agencies. When necessary, legal counsel provides input to ensure that students' rights are protected and College policy is adhered to within the agreements. The agreements are housed in the Division of Health Sciences and are accessible to the College community.

Policies Related to Faculty/Staff

MassBay Community College is committed to providing a working and learning environment that values diverse backgrounds. Specific policies covered under the Affirmative Action Plan include support for, and commitment to diversity; a clear policy against discrimination, discriminatory harassment, and retaliation; explicit policies against sexual harassment and sexual violence; and a commitment to non-discrimination toward, and accommodation for persons with disabilities. The College has an Affirmative Action Officer who is trained to hear and investigate complaints from faculty, staff and students. All job postings include the following statement, "Massachusetts Bay Community College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age or handicap in admission or access to or treatment or employment in its programs and activities. In addition, there are non-discriminatory statements listed in the MCCC and AFSCME collective bargaining agreements and the Non-Unit Professional Handbook.

In February 2013, the Diversity Committee was re-established and re-named the Inclusion and Civility Committee. Its mission states that, "MassBay's inclusion and Civility Committee is dedicated to supporting and promoting a culture that appreciates, accepts, respects and celebrates all differences within our community. We strive to build an environment that is free of barriers, both systemic and deliberate."

Policies Related to Rules & Regulations

MassBay is part of the Commonwealth of Massachusetts public higher education system and is governed by the Department of Higher Education. Various academic programs are accredited by national agencies, conduct self-studies and are reviewed on a regular basis.

State Ethics Commission

All state employees are required to receive on an annual basis the Summary of the Conflict of Interest Law for State employees and complete bi-annually a state ethics quiz related to the law. All new hires also receive the necessary documentation and complete the exam. Documents given to new employees are available on Blackboard. An email regarding this is sent to all employees each year, as mandated, and read receipts are tracked.

Jeanne Clery Crime Statistics Report

The Department of Public Safety publishes a Clery report annually. It is available on the MassBay website as well provided to each new hire. The Clery & Public Safety (CAPS) Committee was created in January 2013. The committee was formed to advance public safety at the College, specifically related to emergency preparedness as well as comply with the Jeanne Clery Act.

Appraisal

The College has made significant progress in improving transparency, communication, and access to policies across campuses. Campus meetings are held regularly to discuss issues of importance to the community. The Framingham campus has an Executive Officer who serves on the President's Cabinet and is able to bring concerns forward to administration. With three bomb threats and two threats toward faculty on the Framingham campus, the faculty and staff on that campus would like a better sense of safety, which can be established through surveillance cameras and senior public safety staffing on campus.

Although progress has been made around civility and collegiality, on-going efforts and monitoring toward establishing a culture of cohesion would serve the College well. A recent College-wide survey has revealed that more work needs to be done to include adjunct faculty in the College community, especially in regards to the governance process and providing access to resources and assistance as needed. Furthermore, the survey pointed out issues of accountability for individual actions, particularly related to inclusion and civility. College leadership should address those areas.

Establishing one central repository, using Blackboard or the College's website, would prove helpful to faculty and staff as feedback from the NEASC survey stated that locating institutional forms and other documents can be a hassle.

Projection

Actions	Persons Responsible
<ul style="list-style-type: none"> Each year, inform the College's constituents through publications, web pages, and other electronic and print means about the MassBay's commitment to openness, honesty, and transparency in all academic policies, student codes of conduct, and staff and faculty policies and procedures. 	Director of Marketing & Institutional Communications; Chief Information Officer; Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer
<ul style="list-style-type: none"> In 2015, update appropriate institutional documents on the College's website and on BlackBoard with feedback from the current NEASC Self-Study process. 	Director of Marketing & Institutional Communications; Chief Information Officer; Vice President for Strategic Planning, Institutional Effectiveness & Grants Development
<ul style="list-style-type: none"> During 2015-2016, to ensure public safety and in response to expressed concerns, the College will implement enhanced security measures on the Framingham campus, including the installation of new security cameras. 	Police Captain; Public Safety Security Office; Framingham Campus Executive Officer
<ul style="list-style-type: none"> Beginning in 2015, a senior Public Safety Officer will be permanently assigned to the Framingham campus. 	Police Captain; Public Safety Security Office; Framingham Campus Executive Officer
<ul style="list-style-type: none"> Each year, training and resources will be made available to faculty and staff for improving individual accountability, public safety, and civility. 	Inclusion and Civility Committee; Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer
<ul style="list-style-type: none"> Each year, ensure that all populations are served uniformly on campus and in hiring practices. 	Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer
<ul style="list-style-type: none"> By 2016, compile all college policy statements into a centralized resource and provide each employee with access to this information along with updated policy changes as they become enacted. 	Vice President for Human Resources, Labor Relations, Compliance & Affirmative Action Officer; Director of Marketing & Institutional Communications; Chief Information Officer
<ul style="list-style-type: none"> Each year, ensure the college's continued commitment to increasing the diversity of our faculty and staff. 	Vice President for Human Resources, Labor Relations,

	Compliance & Affirmative Action Officer
--	--

Institutional Effectiveness

MassBay is firmly committed to its mission and to its strategic plan and operating in a manner where they are evident in what we do every day. To this end, the College has undertaken several initiatives to create an atmosphere of openness, break down barriers, and provide opportunities for all stakeholders to provide input on what aspects of the College community are effective and what needs improvement. This has occurred through town hall meetings, Professional Days, and the development of new types of committees, such as Access and Success and Inclusion and Civility. The Access and Success Committee focused on identifying unintentional “roadblocks” that exist for students in the process of enrolling and remaining at MassBay that many of us may not have been aware of. We have explored what barriers exist that prevents different departments in the College from working together toward a common goal. Additionally, this information gathering has occurred through surveys and discussions at Town Hall (Campus-wide) meetings. Data is being gathered at a greater rate than ever before. Our next steps include using data to make changes in how information, processes, and resources are presented and shared. The College regularly and openly examines academic and disciplinary policies and procedures to ensure they are being followed consistently. The College continues to work for fairness, effectiveness, clarity, and openness as it responds to security issues, safeguards to student and employee confidentiality, curriculum needs, and changing circumstances.

Table 11.1: Data First Form, Standard Eleven: Integrity

1: Integrity			
? Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	7/1/2013	Student Handbook, p. 73	OSD
Intellectual property rights			
Conflict of interest			
Privacy rights	7/1/2013	Student Handbook, p. 78:	OSD
Fairness for students	7/1/2013	Student Handbook, p.78-79:	OSD
Fairness for faculty	7/15/2010	MCCC Agreement, pp. 31-34:	BHE
Fairness for staff	7/2012	NUP Personnel Policies, pp 35-37:	BHE
Academic freedom	7/15/2010	MCCC Agreement, pp. 15-16:	BHE
Other _____			
Other _____			
Non-discrimination policies			
Recruitment and admissions	7/1/2013	College Catalogue, p. 198:	Admission
Employment	7/2012	NUP Personnel Policies, p. 7:	BHE
Evaluation	7/2010/2012	NUP Personnel Policies, p. 32	BHE
Disciplinary action	7/1/2013	Student Handbook, p 75-77:	OSD
Advancement			
Other _____	7/1/2013	Student Handbook, p.	OSD
Resolution of grievances			
Students	7/1/2013	Student Handbook, p. 70-79:	OSD
Faculty	7/15/2010	MCCC Agreement, pp. 31-34:	BHE
Staff	7/2012	NUP Personnel Policies, pp. 37-38:	BHE
Other _____			
? Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			
3			
4			
5			

Appendix



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.massbay.edu/catalog/ (page 50)
Print Publications	MassBay Community College Catalog
Self-study/Fifth-year report Page Reference	Page 40, 41

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.massbay.edu/catalog/ (page 45)
Print Publications	MassBay Community College Catalog 2014-2015, Transfer Manual
Self-study/Fifth-year Report Page Reference	Page 31, 39, 42

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.massbay.edu/handbook/
Print Publications	MassBay Community College, Student Handbook 2014-2015
Self-study/Fifth-year Report Page	Page 87, 130, 137

Reference	
-----------	--

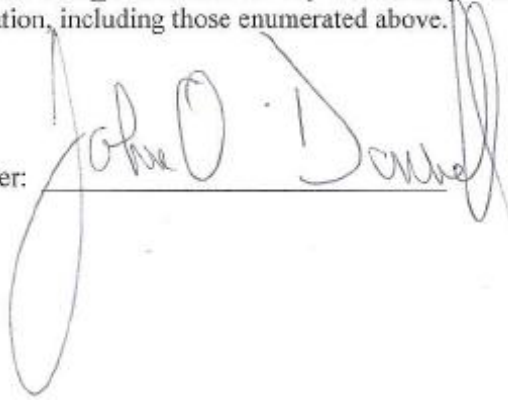
4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	The College employs a variety of course design strategies, assessment techniques, and technological methods to ensure student authentication and academic integrity. All MassBay students must use a unique username and password combination to access the College’s secure Blackboard Learning Management System and Bay Navigator student information system. Faculty are trained in the use of pedagogical strategies, such as threaded discussion and personalized written assignments to establish an instructional relationship with students over the course of the semester and observe their writing style over time. Faculty are also advised to use multiple assessment types within their courses. Some faculty proctor their own examinations on campus or make arrangements with individual students for a proctor at a remote location, such as another community college or a public library. The College does not charge a fee for such arrangements.
Self-study/Fifth-year Report Page Reference	Page 44

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

URL	http://www.massbay.edu/NEASC.aspx
Print Publications	
Self-study Page Reference	Page 131

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

Chief Executive Officer:  Date: 2/11/2015

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015
IPEDS <u>Retention</u> Data						
First-time, Full-time, Degree-seeking		55%	54%	58%	63%	65%
First-time, Part-time, Degree-seeking		39%	41%	44%	48%	50%
IPEDS <u>Graduation</u> Data						
Associate degree students		13%	14%	14%	N/A	15%
Bachelors degree students		N/A	N/A	N/A	N/A	N/A
Other Undergraduate Retention Rates (1)						
a	First-time, Degree, All	50%	49%	52%	55%	56%
b	First-time, Full-time, Degree, (Fall-to-Spring)	80%	79%	81%	81%	82%
c	First-time, Part-time, Degree, (Fall-to-Spring)	59%	60%	66%	66%	68%
Other Undergraduate Graduation Rates (2)						
a	Complete within 100% of normal time to completion (IPEDS Graduate Rate 200 Survey)	9%	9%	7%	N/A	10%
b	Complete within 150% Graduation Time (IPEDS Graduate Rate 200 Survey)	15%	13%	14%	N/A	16%
c	200% Graduation Time (IPEDS Graduate Rate 200 Survey)	19%	17%	19%	N/A	20%
Graduate programs *						
Retention rates first-to-second year (3)		N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time (4)		N/A	N/A	N/A	N/A	N/A
Distance Education						
Course completion rates (5)		68%	67%	70%	72%	75%
Retention rates (6)		27%	28%	41%	61%	65%
Graduation rates (7)		10%	25%	14%	20%	25%
Branch Campus and Instructional Locations						
Course completion rate (8) (Framingham)		80%	82%	84%	85%	87%
Retention rates (9) (Framingham)		47%	53%	55%	62%	65%
Graduation rates (10) (Framingham)		29%	18%	19%	23%	29%
Definition and Methodology Explanations						
1	IPEDS Retention Rate uses pre-loaded fall cohort enrollment data from the previous year to automatically calculate the retention rate for first-time, degree-seeking students as of the current report year.					
2	IPEDS Graduation Rate uses the pre-loaded adjusted fall cohort enrollment data from 3 year ago to automatically calculate					

	the graduation rates of students who complete their program within 150% of normal time to completion.
3	Other Undergraduate Retention Rates (1) uses the same IPEDS formula to calculate Retention Rates for all first-time degree-seeking students. The same formula is also applied to other retention rates calculation in the section of Distance Education and Branch Campus.
4	Retention includes students who are still enrolled and students from the previous year cohorts who complete their program as of the current reporting year.
5	Graduations rates from IPEDS Graduate Rate 200 survey are filled in the section “Other Undergraduate Graduation Rates (2)”. However, this survey refers to the cohorts one year earlier than the cohorts of the IPEDS fall enrollment survey. Compliant with IPEDS, the Graduation Rate 100%, 150%, 200% are listed based on the year when IPEDS Graduate Rate 200 report is submitted.
6	Fall-to-Spring Retention Rates are not calculated in the IPEDS. The institution uses this indicator frequently as one of the most important measures of student persistence and success.
7	Distance Education includes all eLearning courses (Online only and Hybrid).
* An institution offering graduate degrees must complete this portion.	

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015
Success of Students Pursuing Higher Degree						
1	Transfer to 4-Year Institution	38%	35%	31%	N/A	40%
2	Transfer to 4-Year Institution within Massachusetts	31%	25%	16%	N/A	35%
3	Transfer with a Degree from MassBay	13%	10%	7%	N/A	15%
4	Graduate with a BA or Higher Degree	6%	3%	1%	N/A	8%
Definition and Methodology Explanations						
The transfer rates reported refers to the number of students enrolled at MassBay in the report year being divided by the number of students verified to be enrolled at another institution thereafter. The enrollment data is obtained from the National Student Clearinghouse Enrollment Tracking Service, which will have delayed information and will update the enrollment information for students who return to higher education once such information becomes available.						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1	ESL Students Success Rate in Native English Courses	94%	92%	88%	72%	94%
2	Students Initially Failed Remedial Math Success Rate in re-attempts	71%	70%	69%	73%	75%
3	Students Initially Failed College Math Success Rate in re-attempts	69%	64%	63%	58%	69%
4	Students Initially Failed Pre- and College English Success Rate in re-attempts	77%	76%	74%	72%	77%
Definition and Methodology Explanations						

Due to the fact that a large percentage of students will transfer to other colleges to continue higher education, we want to use Student Course Success Rate that is measurable at MassBay. Success in courses refers to grades C and above.						
Documented Success of Graduates Achieving Other						
Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201 <u>3</u>)	Goal for 201 <u>4</u>
State Licensure Passage Rates *						
1	Phlebotomy Certification (Phlebotomy Certification)	--	--	100%	100%	100%
2	Radiology Technician (Radiation Control Program (RCP) License)	71%	100%	100%	--	100%
National Licensure Passage Rates *						
1	Associate Nursing-RN (NCLEX-RN)	96%	92%	96%	88%	96%
2	Central Processing Technology (Certified Registered Central Service Technician (CRCST))	--	95%	93%	--	100%
3	EMT (EMT Certification)	--	90%	94%	--	96%
4	Para-medicine (EMT Certifications)	--	100%	88%	--	100%
5	Practical Nursing-LPN (NCLEX-PN)	90%	83%	79%	80%	91%
6	Surgical Technology (Certified Surgical Technologist)	--	100%	79%	--	100%
Job Placement Rates **						
1	Will be available during site visit					
2	Will be available during site visit					
3	Will be available during site visit					
4	Will be available during site visit					
5	Will be available during site visit					
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a	Phlebotomy program graduates receive the Certificate of Completion in Phlebotomy Training which can get them an entry-level job as a Phlebotomist. The DOL projects the demand for phlebotomists to grow at a rate of 13% through 2020.					
b	For radio-tech program, of these graduates seeking employment, they will be gainfully employed within 12 months post-education.					
c	Job placement statistics for Associate Nursing-RN are not available. Data collected informally indicates that the majority of the students are employed as registered nurses or continue toward a Bachelor's Degree in Nursing.					

d	In Massachusetts, the CPT technologist job is projected to grow 10% from 2008-2018.
e	The DOL projects that the employment of emergency medical technicians (EMTs) and paramedics is projected to grow 23% from 2012 to 2022, much faster than the average for all occupations.
f	In Massachusetts, the Practical Nursing job is projected to grow 15% from 2008-2018.
g	In Massachusetts, the Surgical Technologist job is projected to grow 29% from 2012-2022.

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015
Completion Rates *						
1	Accounting (Cert)	40%	20%	25%	7%	50%
2	Auto Tech – Toyota (Cert)	0%	0%	0%	0%	N/A (Move to AS Program)
3	Computer Aided Design (Cert)	33%	40%	50%	18%	55%
4	HS Direct Support Grant (Cert)	33%	0%	0%	0%	40%
5	Early Childhood Ed (Cert)	19%	19%	23%	20%	30%
6	Hospitality Management (Cert)	0%	0%	67%	0%	70%
7	Human Services (Cert)	20%	0%	0%	0%	30%
8	Infant-Toddler Teacher (Cert)	13%	0%	0%	0%	20%
9	Information Technology (Cert)	17%	0%	33%	14%	40%
10	Business IT (Cert)	0%	0%	0%	0%	N/A (All move to AS Program)
11	Interior Design (Cert)	0%	36%	25%	17%	40%
12	Mass-Transfer Liberal Arts (Cert)	0%	0%	0%	0%	N/A, All Transfer
13	Lib Arts: Community Health (Cert)	0%	0%	0%	0%	N/A, All Transfer or Change Major
14	Management (Cert)	9%	0%	10%	8%	20%
15	Maxillofacial Assistant (Cert)	N/A	100%	N/A	N/A	No longer offered
16	Medical Coding (Cert)	41%	33%	40%	21%	50%
17	Medical Office Admin Assistant (Cert)	14%	60%	50%	36%	60%
18	Paralegal Studies (Cert)	100%	33%	0%	33%	60%
19	Para-medicine (Cert)	10%	7%	0%	0%	30%

20	Practical Nursing (Cert)	59%	0%	30%	0%	60%
21	Surgical Technology (Cert)	50%	100%	70%	71%	100%
22	Web Developer Certificate (Cert)	0%	0%	0%	0%	N/A, All Transfer or Change Major
23	Web Designer Certificate (Cert)	50%	13%	9%	13%	50%
24	Web Master Certificate (Cert)	0%	0%	0%	0%	N/A, All Transfer or Change Major
Placement Rates **						
1	Will be available during site visit					
2	Will be available during site visit					
3	Will be available during site visit					
4	Will be available during site visit					
5	Will be available during site visit					
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	http://www.massbay.edu/Academics/Graduation-Competencies.aspx More specific outcomes in document entitled "grad_competencies further defined v4"	Incorporated into program outcomes, thus, assessed at that level.	Assessment director, faculty, deans, provost	Currently at the beginning of this process.	
For general education if an undergraduate institution:						
List each degree program: 1. Nursing (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-AS-Nursing.pdf	Capstone course, NCLEX-RN, and completion of practicum, Student Learning outcomes addressed in course surveys and grad surveys, Employer Surveys, grad satisfaction surveys,	Reviewed by department faculty, practicum advisors, and Director of Nursing	Moved from traditional to concept-based curriculum in 2011. Curriculum Revision in 2013. Reducing the credits from 81 (pre and co-requisite courses to	July 2012 by National League for Nursing Accreditng Commission (NLNAC) now

			HESI test results, curriculum maps		77 credits. Aligning curriculum with national standards and best practice for total credit hours.	ACEN. Next scheduled February 2015
2. Radiologic Technology (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-AS-Radiologic-Technology.pdf	ARRT exam, observation and assessment in laboratory and clinical settings	Department faculty and practicum advisors	No changes	September 2011 received 8 yrs full accreditation. Interim report due in 2015
3. Central Processing Technology (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Central-Processing-Technology.pdf	Successful completion of one 4-credit course, International Certification Exam results	Department faculty	No changes needed	No program Review
4. Emergency Medical Technician (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Emergency-Medical-Technician.pdf	National Registry of EMTs Certification Exam, completion of internship	Department faculty, internship supervisor	In 2012 the curriculum was revised from 6 credits to 8 by adding a 2 credit field internship	No Program Review
5. Medical Coding (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Medical-Coding.pdf	Completion of lab and practical assignments	Department faculty	In 2010 the curriculum was revised from 25 credits to 27 by adding Fres ENG & adding Medical Insurance and Billing. In 2012 the curriculum was again revised from a 2 sem to a 3 semester certificate	No Program Review

					program. Courses were revised to reflect HIPAA and Ethics standards, increased knowledge of Anat& Physiol	
6. Medical Office Administrative Assistant (Cert)	No		Exams, writing	Department faculty	No changes	No Program Review
7. Paramedicine (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Paramedicine.pdf	National Registry Certification Exam, Completion of clinical/internship experience	Department faculty, internship supervisor	In 2013 the curriculum was revised from a 31/33 credit to a 37 credit program. Course content was moved to to mirror best practices. Clinical and Field Internship hrs were increased to provide more hands-on experience and ride time.	BHE Site Visit - March 2014. CoAEMSP Program Review-in progress
8. Phlebotomy (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Phlebotomy.pdf	NHA Phlebotomy Technician Certification Exam, completion of practicum	Department faculty, practicum advisor	No changes	No changes
9. Practical Nursing (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Practical-Nursing.pdf	NCLEX-PN Exam, observation and assessment in laboratory and clinical settings	Department faculty and practicum advisors	Purchase of HESI Platinum Package which provides students the opportunity to take HESI exam in each course in preparation for	Program review, including review of all syllabi, course objectives, and

					NCLEX exam	program handbook completed May, 2014 by all program faculty.
10. Surgical Technology (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Health_Sciences/HealthSciencesOutcomes-C-Surgical-Technology.pdf	NBSTSA Certifying Exam, observation and assessment in laboratory and clinical settings	Department faculty and practicum advisors	Program Website updated with current accreditation language. Language was updated to change the required number of cases be changed from 140 to 120 was clarified.	ARC/STS A 12/2013
11. General Studies (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Humanities/HumanitiesOutcomes-AA-GeneralStudies.pdf	Exams, written assignments, presentations, portfolios, lab work	Department faculty, External reviewers, Process: Program Review	Divisional review of the General Studies curriculum	Fall, 2013
12. Liberal Arts (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Humanities/HumanitiesOutcomes-AA-LiberalArts.pdf	Exams, written assignments, presentations, portfolios, lab work	Department faculty, External reviewers, Process: Program Review	Divisional revision of the Liberal Arts curriculum. Requirement revision, reduction of credits.	Fall 2009
13. Liberal Arts: Communication (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Humanities/HumanitiesOutcomes-AA-LiberalArts-Communication.pdf	Exams, written assignments, presentations, portfolios, lab work	Department faculty, External reviewers, Process: Program	Departmental revision of the Communication curriculum. Requirement revision, reduction	Fall 2013

				Review	of credits.	
14. Liberal Arts: Communication (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Humanities/HumanitiesOutcomes-C-LiberalArts-Communication.pdf	Exams, written assignments, portfolios, presentations	Department faculty, External reviewers, Process: Program Review	Departmental review of Communication Certificate Curriculum	Fall 2013
15. Biotechnology (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.4.pdf (Under faculty review)	Exams, written assignments, successful completion of an internship, independent research, and lab work	Department faculty, Internship supervisors, external advisors	Change in Biotechnology Rotation sequence	
16. Biotechnology: Forensic DNA Science (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.5.pdf (Under faculty review)	Exams, written assignments, successful completion of an internship and lab work	Department faculty, Internship supervisors, advisors/research collaborators	Changes Biotechnology Rotation sequence	No recent program review
17. Biotechnology: Marine Biotechnology (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.6.pdf (Under faculty review)	Exams, written assignments, Successful completion of an internship and lab work	Department faculty, Internship supervisors, advisors/research collaborators	Change in Biotechnology Rotation sequence	No recent program review
18. Computer Information Systems (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.10.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments and successful completion of lab work	Department faculty, curriculum experts at national centers for CS/IT	Design of new modular, stackable courses, new hybrid and online courses, alignment of courses to industry standard certifications such	No Recent Program Review

				education	as COMPTIA A+	
19. Computer Science (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.7.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments, and successful completion of lab work	Department faculty, curriculum experts at national centers for CS/IT education	Design of new modular, stackable courses, new hybrid and online courses	No Recent Program Review
20. Electrical & Computer Engineering (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.18.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments, and successful completion of lab work	Department faculty	No major change	No Recent Program Review
21. Electronics Technology (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.20.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments, and successful completion of lab work	Department faculty	No major change	
22. Engineering (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.17.pdf (Under faculty review)	Exams, written assignments, lab reports, project presentations	Department faculty, 4-year transfer institutions	Curriculum revisions completed in 2010. Reduction in total number of credit hours, incorporation of a new freshman introduction to engineering course, integration of hands-on, inquiry-based, active learning in	Fall 2008

					engineering courses.	
23. Engineering Design (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.19.pdf (Under faculty review)	Multidisciplinary group projects, artifacts, exams, written assignments	Department faculty	Integration of hands-on, active learning.	No recent program review
24. Environmental Sciences & Safety (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.3.pdf (Under faculty review)	Lab procedures and reports, exams, written assignments	Department faculty	No change	No recent program review
25. General Studies (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.1.pdf (Under faculty review)	Lab procedures and reports, exams, written assignments	Department faculty	No change	Spring, 2013
26. General Studies: Bioinformatics (AS)	No		Lab procedures and reports, exams, written assignments, internship completion	Department faculty and internship supervisor	No change	No recent program review
27. General Studies: Lab Animal Care (AS)	No		Lab procedures and reports, exams, written assignments, directed research study	Department faculty	No change	No recent program review
28. General Studies: Mathematics (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.23.pdf (Under faculty review)	Exams, written assignments	Department faculty	Self-paced technology enhanced developmental mathematics curricula	No recent program review
29. Information Systems Technology & Management: Management Concentration (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.8.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments, completion of internship	Department faculty and internship supervisor	Design of new modular, stackable courses, new hybrid and online courses, alignment of courses to industry standard	No recent program review

					certifications	
30. Information Systems Technology & Management: Technology Concentration (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.9.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments, completion of internship	Department faculty and internship supervisor	Design of new modular, stackable courses, new hybrid and online courses, alignment of courses to industry standard certifications	No recent program review
31. Life Sciences (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.2.pdf (Under faculty review)	Lab procedures and reports, exams, written assignments	Department faculty	Undergoing revisions. The updated program will offer better flexibility in the choice of electives, and reduction in total number of credits required for graduation.	Spring 2013
32. Mechanical Engineering (AS)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.21.pdf (Under faculty review)	Multidisciplinary projects, exams, written assignments	Department faculty	Curriculum revisions completed in 2010. Reduction in total number of credit hours, incorporation of a new freshman introduction to engineering course, integration of hands-on, inquiry-based, active learning in engineering courses.	Fall 2008
33. Computer-Aided Design (CAD) (Cert)	Yes	http://www.massbay.edu/uploadedFiles/SecondLevel_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.22.pdf	Multidisciplinary projects, exams	Department faculty	Integration of hands-on, active	No recent program

		(Under faculty review)			learning.	review
34. Cyber Security (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.11.pdf (Under faculty review)	Multidisciplinary projects, exams	Department faculty	New courses closely aligned with industry standard certifications and National Institute of Standards and Technology's NICE framework for Cybersecurity education	New program. No recent program review.
35. Information Technology (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.13.pdf (Under faculty review)	Multidisciplinary projects, exams	Department faculty	New stackable, modular courses	No recent program review
36. Technology Support (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.12.pdf (Under faculty review)	Multidisciplinary projects, exams, completion of an internship	Department faculty and internship supervisor	New stackable, modular courses	No recent program review
37. Web Designer (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.16.pdf (Under faculty review)	Multidisciplinary projects, exams	Department faculty	New stackable, modular courses	No recent program review
38. Web Developer (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.15.pdf (Under faculty review)	Multidisciplinary projects, exams	Department faculty	New stackable, modular courses	No recent program review
39. Web Master (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/STEM%20Program%20Outcomes%20October%2013%20v7.14.pdf (Under faculty review)	Multidisciplinary projects, exams	Department faculty	New modular courses	No recent program review
40. Liberal Arts: Community Health Options (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOOutcomes-AA-	Completion of a practicum, exams, projects, written	Department faculty and practicum	No changes	Not reviewed recently;

		LiberalArts-CommunityHealthOption.pdf	assignments	supervisor		upcoming Fall 2016
41. Liberal Arts: Early Childhood Education (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AA-LiberalArts-EarlyChildhoodEducation.pdf	Score on Communication and Literacy Skills Test section of MTEL, completion of a practicum	Department faculty and practicum supervisor	No changes	Spring 2015 NAEYC External Accreditation
42. Liberal Arts: Elementary Education (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AA-LiberalArts-ElementaryEducation.pdf	Score on Communication and Literacy Skills Test section of MTEL	Department faculty	No changes	Spring 2015 NAEYC External Accreditation
43. Liberal Arts: Global Studies (AA)	No	In process	Exams, written assignments, presentations, lab work	Department faculty	No changes	Fall 2017
44. Liberal Arts: Human Services (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AA-LiberalArts-HumanServices.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Fall 2016
45. Liberal Arts: Psychology/ Sociology/ Anthropology (AA)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AA-LiberalArts-Psychology-Sociology-Anthropology.pdf	Exams, written assignments, presentations, lab work	Department faculty	Developed Teaching Guides for Psychology and Sociology	Spring 2014
46. Accounting (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-Accounting.pdf	Exams, written assignments, presentations, lab work	Department faculty	Use of problem- assisted cooperative learning communities	Spring 2014
47. Business Administration (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-	Exams, written assignments, presentations, lab	Department faculty	No changes	Fall 2016

		BusinessAdministration.pdf	work			
48. Criminal Justice (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-CriminalJustice.pdf	Exams, written assignments, presentations, lab work	Department faculty	Revised learning outcomes; created instructor manual for learning outcomes & assessment	Spring 2015 PCPIP Review
49. Early Childhood Education (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-EarlyChildhoodEducation.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Spring 2015 NAEYC External Accreditation
50. General Business (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-GeneralBusiness.pdf	Exams, written assignments, presentations, lab work	Department faculty	No changes	Fall 2016
51. General Business: Hospitality Management (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-GeneralBusiness-HospitalityManagement.pdf	Completion of an internship, exams, projects, written assignments	Department faculty and internship supervisor	Curriculum revisions: new course development	Fall 2016
52. General Business: International Business (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-GeneralBusiness-InternationalBusiness.pdf	Exams, written assignments, presentations, lab work	Department faculty	No changes	New program 2013-14; Review scheduled for Fall 2016
53. Paralegal Studies (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-AS-ParalegalStudies.pdf	Exams, written assignments, presentations, lab work	Department faculty	Revised learning outcomes and assessment methods to ensure alignment and clarity	Fall 2015
54. Accounting	Yes	http://www.massbay.edu/uploadedFiles/Second_	Exams, written	Department	Use of problem-	Spring

(Cert)		Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-Accounting.pdf	assignments, presentations	faculty	assisted cooperative learning communities model	2014
55. Business: Information Technology (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-InformationTechnology.pdf	Exams, written assignments, presentations	Department faculty	No changes	Fall 2016
56. Early Childhood Education (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-EarlyChildhoodEducation.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Spring 2015 NAEYC External Accreditation
57. Early Childhood Education: Infant-Toddler Teacher (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-EarlyChildhoodEducation-Infant-Toddler-Teacher.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Spring 2015 NAEYC External Accreditation
58. General Business: Entrepreneurship (Cert)	No	New program AY 2014-2015	Exams, written assignments, presentations	Department faculty	New program	New program 2014-15; Review scheduled for Fall 2019
59. General Business: Hospitality Management (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-GeneralBusiness-HospitalityManagement.pdf	Exams, written assignments, presentations	Department faculty	Curriculum revisions: new course development	Fall 2016
60. General Business: Marketing (Cert)	No	New Program AY 2014-2015	Exams, written assignments, presentations	Department faculty	New program	New program 2014-15; Review scheduled

						for Fall 2019
61. High Tech Sales (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-HighTechSales.pdf	Exams, written assignments, presentations	Department faculty	New program	New program 2013-14; Review scheduled for Fall 2018
62. Interior Design (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-InteriorDesign.pdf	Completion of an internship, exams, projects, written assignments	Department faculty and internship supervisor	Portfolio evaluation process under discussion/development	Fall 2018
63. Liberal Arts: Community Health (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-LiberalArts-CommunityHealth.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Fall 2016
64. Liberal Arts: Human Services (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-LiberalArts-HumanServices.pdf	Completion of a practicum, exams, projects, written assignments	Department faculty and practicum supervisor	No changes	Fall 2016
65. Management (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-Management.pdf	Exams, written assignments, presentations	Department faculty	No changes	Fall 2019
66. Paralegal Studies (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Social_Sciences_and_Professional_Studies/SS-PSOutcomes-C-ParalegalStudies.pdf	Exams, written assignments, presentations	Department faculty	Revised learning outcomes and assessment methods to ensure alignment and clarity	Fall 2015
67. Automotive Technology BMW (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcome	Exams, written assignments, presentations, task-based assessment,	Department faculty and co-op supervisor.	No changes	No recent program review. Advisory

		s-AS-AutomotiveTechnology.pdf	and completion of a co-op.			board meets regularly.
68. Automotive Technology Chrysler (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-AS-AutomotiveTechnology.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty, manufacturers and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly.
69. Automotive Technology General Motors (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-AS-AutomotiveTechnology.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty, manufacturers and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly.
70. Automotive Technology Toyota/Lexus (AS)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-AS-AutomotiveTechnology.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly (recent site visit was in 2014).
71. Automotive Technology Toyota/Lexus (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-C-AutomotiveTechnology-Toyota-Lexus.pdf	Exams, task-based assessment, and completion of a co-op.	Department faculty and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly (recent site visit was

						in 2014).
72. Automotive Technology TSEP: Undercarriage Repair (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-C-AutomotiveTechnology-UndercarriageRepair.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly. Recent site visit was in 2014.
73. Automotive Technology TSEP: Drive Systems (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-C-AutomotiveTechnology-DriveSystems.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty and co-op supervisor.	No changes	No recent program review. Advisory board meets regularly. Recent site visit was in 2014.
74. Automotive Technology TSEP: Electrical/Engine Performance/HVAC (Cert)	Yes	http://www.massbay.edu/uploadedFiles/Second_Level_Pages/Academics/Science,_Technology,_Mathematics,_and_Engineering/STEMOutcomes-C-AutomotiveTechnology-Electrical-Engine-Hvac.pdf	Exams, written assignments, presentations, task-based assessment, and completion of a co-op.	Department faculty and co-op supervisor.		No recent program review. Advisory board meets regularly. Recent site visit was in 2014.

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1)	(2)	(3)	(4)	(6)
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	Date and nature of next scheduled review.
Automotive Technicians Education Foundation (NATEF) (Toyota T-TEN)	April 2013	Highest level of achievement. Recommend improving dress code, facilities, fire extinguisher, signage for electrical switches, first aid	Retention rates	April 2018
Automotive Technicians Education Foundation (NATEF) (BMW)	April 2013	Highest level of achievement. Recommend improving dress code, signage for hazardous areas, fire extinguishers, bolt drill press to the floor.	Retention rates	April 2018
Automotive Technicians Education Foundation (NATEF) (Chrysler CAP)	March 2010	Meet criteria in 8 areas. Recommend advisory committee meeting agendas/minutes meet standards, add performance task levels.	Retention rates	April 2015
Automotive Technicians Education Foundation (NATEF) (GM ASEP)	March 2010	Meet criteria in 8 areas. Recommend advisory committee meeting agendas/minutes meet standards, add performance task levels, student competency should be better documented, more evaluation of instruction, more parking and storage for vehicles. Also advisory committee should conduct annual evaluations.	Retention rates	April 2015
Police Career Incentive Program (Massachusetts Board of Higher Education) (Criminal Justice)	Fall, 2012	Received highest score possible.	Evaluated based on Mission, Curriculum, Faculty, Admissions, Student Services, Integrity, and Program Quality	Fall, 2017
National Association for the Education of Young Children (NAEYC) (Early Childhood Education)	August, 2008	Refining data collection system to improve student outcomes and program effectiveness. Professional development for adjuncts was also considered a priority.	Based on NAEYC criteria (Program Identity, Program Design, Candidates, Faculty, Supportive Infrastructure and Organization)	2015
Massachusetts Department of Public Health Office of Emergency Medical Services (EMT)	June, 2014			
Massachusetts Department of Public Health Office of Emergency Medical Services (Paramedicine)	In compliance as of May, 2014.			2017
Commission on Accreditation of Allied				

Health Education Programs (CAAHEP) (Paramedicine)				
Massachusetts Department of Public Health, Division of Health Quality (Nurse Assistant (CNA))	January 2012	Wording revisions (remove the word “certified”). Also add another clinical day. Fix curtains in lab.		December 2014
Massachusetts Board of Registration in Nursing (Nursing AS)	March 2014	Full accreditation		March 2015
Accreditation Commission for Education in Nursing (Nursing AS)	March 2012	Need to better use outcomes to drive decisions for the program.		Feb, 2015 followup, Fall 2020 for full visit.
Massachusetts Board of Registration in Nursing (Practical Nursing)	March, 2014	Full accreditation		March 2015
The Joint Review Committee on Education in Radiologic Technology (JRCERT) (Radiologic Technology)	September 2011	Received maximum award of accreditation (8 years)	Completion rate, ARRT pass rate, Job placement rate	Interim report due 2015. Full report due 2019
Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) (Surgical Technology)	2000 (continuous accreditation)		Employment rate, graduation and completion rates	December 2014
Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Surgical Technology)	2000			
National Health Careers Association (Phlebotomy)	2011 approval (no accreditation not required)			

MassBay Community College Work Room Contents

MassBay Community College Work Room Contents

Standard/ Folder Location	Title of Document
Standard 1: Mission and Purposes	Std 1 MassBay Mission, Vision, Values
	Std 1 MassBay Strategic Plan (2012-2017)
Standard 2: Planning and Evaluation	Std 2 DHE 2012 Vision Project Time to Lead
	Std 2 DHE 2013 Within Our Sights Report
	Std 2 DHE 2014 Degrees of Urgency - Vision Project Annual Report
	Std 2 DHE 2014-10 Degrees Of Urgency Data Tables
	Std 2 MassBay Strategic Plan (2112-2017)
	Std 2 Cabinet Retreat Outline
	Std 2 Enrollment Development Planning (3-28-12)
	Std 2 Community Breakfast Summary (4-5-12)
	Std 2 Enrollment Mgt, Academic, Marketing Summary
	Std 2 Finance and Enrollment Operational Planning (3-22-12)
	Std Session Four Operational Planning (3-29-12)
	Std 2 Community Breakfast Summary (4-11-12)
	Std 2 Strategic Initiatives Assessment (Sept 2014)
	Std 2 Approved Strategic Directions, Goals, Strategic Outcomes
	Std 2 FOS Planning Presentation
	Std 2 Vision Project, First Year Initiatives, FY 13
	Std 2 Service Area Demographics Report
	Std 2 External Environmental Drivers & Challenges
	Std 2 Operational Retreat Presentation 2
	Std 2 CCSSE 2014 MassBay Executive Report
	Std 2 CCSSE 2014 MassBay Benchmark Report
	Std 2 CCSSE 2014 MassBay Consortium Benchmark
	Std 2 CCSSE 2014 MassBay Special Focus Items Report
	Std 2 LEAP College Learning for the New Global Century
	Std 2 LEAP Principals of Excellence
	Std 2 LEAP Value Rubrics
	Std 2 Student Focus Group Summary - Framingham
Std 2 Student Focus Group Summary - Wellesley	
Std 2 Student Focus Group Summary -Ashland	
Std 2 Spring 2014 Exit Survey	
Std 2 Course Completions Executive Report- SP 13	

	Std 2 Course Utilization Executive Report- SP 13
	Std 2 Fall 2014 Enrollment Comparison
	Std 2 IPEDS Feedback Report 2014
	Std 2 NEASC Executive Summary Report
	Std 2 New and Revised Degrees v4
	Std 2 Success and Mobility College Student Transfer Success
Standard 3: Organization and Governance	
	Std 3 Board of Trustees' By-Laws
	Std 3 Board of Trustees Membership
	Std 3 Board Membership & Affiliation
	Std 3 Admin Meeting Agenda (2-24-14)
Sub Folder: Board of Trustees Meeting Minutes	
	Board of Trustees Meeting Minutes FY 13
	Board of Trustees Meeting Minutes FY 14
	Board of Trustees Meeting Minutes FY 15
Sub Folder: Faculty Meeting Minutes	
	Faculty Meeting Minutes FY07-08
	Faculty Meeting Minutes FY 08-09
	Faculty Meeting Minutes FY 09-10
	Faculty Meeting Minutes FY 10-11
	Faculty Meeting Minutes FY 11-12
	Faculty Meeting Minutes FY 12-13
	Faculty Meeting Minutes FY 13-14
	Faculty Meeting Minutes FY 14-15
Sub Folder: Academic Standards Committee Meeting Minutes	
	Minutes for Past Academic Years
	Academic Standards Committee Meeting Minutes FY 11-12
	Academic Standards Committee Meeting Minutes FY 12-13
	Academic Standards Committee Meeting Minutes FY 13-14
	Academic Standards Committee Meeting Minutes FY 14-15
Sub Folder: Admissions and Curriculum Committee Meeting Minutes	
	Admissions and Curriculum Committee Meeting Minutes
Sub Folder: Steering Committee Meeting Minutes	
	Steering Committee Meeting Minutes FY 08-09
	Steering Committee Meeting Minutes FY 09-10
	Steering Committee Meeting Minutes FY 10-11
	Steering Committee Meeting Minutes FY 11-12
	Steering Committee Meeting Minutes FY 12-13

	Steering Committee Meeting Minutes FY 13-14
	Steering Committee Meeting Minutes FY 14-15
Standard 4: The Academic Program	
	Std 4 NEASC Distance Education
	Std 4 NEASC MassBay Distance Education Programming (2015)
	Std 4 eLearning Fast Facts ('12-'13)
	Std 4 Financial Aid Satisfactory Academic Progress (2014-2015)
	Std 4 Graduation Audit Procedures
	Std 4 NEASC MassBay Report on Distance Education
	Std 4 Performance Incentive Grant - Report FY14
	Std 4 Policy on Credit Hour Rule
	Std 4 Policy on Evaluation of Transfer Credit
	Std 4 Transfer Advising Service - Online Students
	Std 4 Binder 1
	Std 4 Deliverable Assessment Mini-Grant (June 2014)
	Std 4 FSU & MassBay Assessment Collaboration
	Std 4 Graduation Competencies Further Defined (v4)
	Std 4 Student Learning Assessment Grant - Application (Espinoza and Mena)
	Std 4 Student Learning Assessment Grant - Application (Karen Nardone-Lemons)
	Std 4 Student Learning Assessment Grant - Application (Levasseur and Romero)
	Std 4 Student Learning Assessment Grant - Application (Matt Walsh)
	Std 4 Student Affairs Goal and Assessment plan
	Std 4 Academic Program Review Guidelines (Feb, '12)
	Std 4 Credit Hour Policy from College Catalogue
	Std 4 New Degrees Report (v4)
	Std 4 New Program Proposal Form v.2
	Std 4 CH110 006 Syllabus
	Std 4 CH110 750 Syllabus
	Std 4 CH120 012 Syllabus
	Std 4 CH120 013 Syllabus
	Std 4 CH120 750 - Hybrid Syllabus
	Std 4 CH201 Syllabus Fall '14
	Std 4 CH201 Syllabus Summer '13
	Std 4 CH202 s14 Syllabus
	Std 4 CH202 Syllabus
	Std 4 CT 100 - Online Fall '14
	Std 4 CT 100 Online Syllabus Fall '14
	Std 4 EE110 Syllabus Fall '14

	Std 4 EL 101 Syllabus Fall '14
	Std 4 EM 101 Syllabus
	Std 4 EM 105 Syllabus Fall '14
	Std 4 EN 100 Syllabus Fall '14 (2)
	Std 4 EN 100 Syllabus Fall '14
	Std 4 EN 100-032,034 Syllabus & Calendar, Fall '14
	Std 4 EN 101 - 13x Syllabus
	Std 4 EN 101-106 Syllabus S'14
	Std 4 EN 102 Syllabus S'14
	Std 4 EN 102-005 Syllabus Fall '14
	Std 4 EN 102-111,113 Syllabus Fall '14
	Std 4 EN 102-700 Syllabus Fall '14
	Std 4 EN 100-120,120L Syllabus Fall '14
	Std 4 EN 90-103 Syllabus Fall '14
	Std 4 EV 110 Syllabus
	Std 4 EV 201 Syllabus
	Std 4 EV 240 Syllabus
	Std 4 EV 242 Syllabus
	Std 4 FR 101 Syllabus Fall '14
	Std 4 FR 102 Syllabus Fall '14
	Std 4 GV230 Syllabus Fall '14
	Std 4 HL 103 Syllabus
	Std 4 HS 101-102 Syllabus Fall '14
	Std 4 HS 101-107 Syllabus S'13
	Std 4 HS 106-04 Syllabus S'14
	Std 4 HS 220-01 Syllabus Fall '13
	Std 4 LI 209 Syllabus Fall '14
	Std 4 MA095 Syllabus Fall '14
	Std 4 MA 102 - 701 Syllabus Fall '14
	Std 4 MA104 Syllabus Fall '14
	Std 4 MA109 Syllabus Fall '14
	Std 4 MA 1-2-3 106 Syllabus Fall '14
	Std 4 MA200 Syllabus Fall '14
	Std 4 MA201-700 Fall '14
	Std 4 MA202 Syllabus Fall '14
	Std 4 MN 210 Syllabus S'14
	Std 4 MN130 Syllabus Fall '14
	Std 4 MU 102 Syllabus
	Std 4 PH 102 Syllabus
	Std 4 PM 102 Syllabus Fall '13
	Std 4 PM 104 Syllabus Fall '13
	Std 4 PN 110 Syllabus Fall '14
	Std 4 PY 101-005 Syllabus Fall '13
	Std 4 PY 102-004 Syllabus S'13
	Std 4 RT 122 Clinical Education II SP '15

	Std 4 122 Syllabus S'15
	Std 4 RT 222 Syllabus S'15
	Std 4 RT121 Syllabus Fall '14
	Std 4 Syllabus CT 100
	Std 4 Graduation Application
	Std 4 Graduation Requirements
	Std 4 Transcript Credit Information & Policies
	Std 4 Transcript Evaluation for Transfer Credit
Sub Folder: Program Reviews	
	Std 4 Academic Program Review - Communication AA
	Std 4 Academic Program Review - General Studies AA
	Std 4 External Academic Program Review - General Studies AA
	Std External Academic Program Review - Liberal Arts
	Std 4 External Academic Program Review - Life Science
	Std 4 Final Report Academic Program Review - General Studies AA
	Std 4 Final Report Academic Program Review - Liberal Arts
	Std 4 Final Report Academic Program Review - Life Science
	Std 4 Program Review - Psychology, Sociology, Anthropology (2013)
	Std 4 Response - Final Report Academic Program Review - Liberal Arts
Standard 5: Faculty	
	Std 5 Faculty Achievements
	Std 5 Advising Manual for Faculty and Staff Academic Advisors ('14-'15)
	Std 5 Agenda for Faculty Assessment Leader
	Std 5 Faculty Professional Day - Survey Results S'14
	Std 5 Spring '14 Faculty Professional Day - Survey Results with Open Responses
	Std 5 MassBay Organizational Chart
	Std 5 MCCC Agreement p15-16
	Std 5 MCCC Agreement p31-34
	Std 5 NUP Handbook p35-38
	Std 5 NUP Handbook p7
Standard 6: Students	
	Std 6 Acceptance Letter
	Std 6 Acceptance Letter for General Studies, Wait List
	Std 6 Application for Admission
	Std 6 Application Received, Missing Information Letter
	Std 6 Automotive Technology Program Flyer
	Std 6 Fall 2014 Information Sessions
	Std 6 Fall 2014 Open House Flyer
	Std 6 FY 2014 Budget Summary

	Std 6 FY 2015 Budget Summary
	Std 6 Letter of Interest
	Std 6 Letter to Undeclared Students
	Std 6 Placement Testing Dates by Location
	Std 6 Sample Interest Letter #1
	Std 6 Sample Interest Letter #2
	Std 6 The Enrollment Process for Certificate & Degree Seeking Students
	Std 6 2014-2015 Financial Aid Handbook
	Std 6 Orientation Programs for Freshman and Transfer Students
	Std 6 Student Handbook Excerpt on Confidentiality of Records
	Std 6 Policy on Student Records, Confidentiality
	Std 6 Policy on Student Records, Record Retention
	Std 6 Record Retention Schedule
	Std 6 Spring 2015 Orientation Schedule
	Std 6 Summer 2014 Orientation Schedule
Standard 7: Library and Other Information Resources	
Standard 8: Physical and Technological Resources	
	Std 8 Ashland Campus Lease Renewal (Feb 2014)
	Std 8 BoT Sightlines Presentation
	Std 8 CAPS DRAFT Minutes - 10.23.14
	Std 8 CAPS DRAFT Minutes - 11.6.14
	Std 8 CAPS DRAFT Minutes - 10.9.14
	Std 8 Digication Focus Group Meeting Notes (May 2014)
	Std 8 Employee Access Management Policy
	Std 8 E-Portfolio Digication Survey
	Std 8 Framingham Campus Lease Renewal (Sept 2013)
	Std 8 Framingham Downtown Campus Presentation (Sept 2012)
	Std 8 Inclement Weather College Closing Policy
	Std 8 Information Technology PACE Assessment
	Std 8 IT Business Continuity Plan
	Std 8 IT Dashboard, Items of Interest (Jan 2012)
	Std 8 PACE - IT, Security Assessment Findings Summary
	Std 8 PeopleSoft Upgrade Statement
	Std 8 Public Safety Staffing Model
	Std 8 Public Safety Strategic Plan
Standard 9: Financial Resources	
	Std 9 2014 Financial Statement
	Std 9 2014 Management Letter
	Std 9 Actual to Budget Comparison Report - FY15

	Std 9 Administrative and National Policy Requirements for Reporting
	Std 9 BoT's Meeting Minutes - Approval of FY15 Budget (June 2014)
	Std 9 Collection Letter
	Std 9 Comptroller Debt Collection Policy
	Std 9 Comptroller Delinquent Debt Cycle Policy
	Std 9 Comptroller Intercept Policy
	Std 9 DOE Clery Response
	Std 9 Fall 2014 - Remaining Semester Balance Letter
	Std 9 Federal Student Aid Program - Participation Agreement (Provisional)
	Std 9 Financial Analysis and Budget Development Calendar
	Std 9 Foundation Board Strategic Plan
	Std 9 Foundation Committee Structure (Sept 2014)
	Std 9 Foundation Description
	Std 9 Foundation Updates 2013
	Std 9 Foundation Updates 2014
	Std 9 Foundation Work 2013-2014
	Std 9 Foundation Work 2014-2015
	Std 9 ICQ MassBay Community College FY14
	Std 9 Intercept Web Application Information
	Std 9 Local Fund Guidelines - FY10
	Std 9 NCHEMS - MA Funding Model Factors (Oct 2014)
	Std 9 President O'Donnell's Memo to Trustees (Regarding Grants Development)
	Std 9 ROPA Presentation - FY13
	Std 9 Script Robo Call
	Std 9 Spring 2015 - Payment Options
	Std 9 Spring 2014 - Class Drop Email
	Std 9 Student Accounts Receivable Report (Nov 2011)
	Std 9 Student Accounts Receivable Report (Nov 2014)
Folder: Budget Reports	
	Sub Folder: FY 10 Budget
	Sub Folder: FY 11 Budget
	Sub Folder: FY 12 Budget
	Sub Folder: FY 13 Budget
	Sub Folder: FY 14 Budget
Standard 10: Public Disclosure	
	Std 10 College Relations Budget
	Std 10 Development of Learning Outcomes
	Std 10 Enrollment Plan Activities Calendar
	Std 10 FY 14-15 Recruitment Plan
	Std 10 Marketing Communications Budget
	Std 10 Media Budget

	Std 10 Recruitment Material Schedule
Standard 11: Integrity	
	Std 11 Coping with Title IX Compliance Challenges
	Std 11 Diversity Write-Up, World of Wellesley
	Std 11 Preventing Sexual Assault