

Massachusetts Bay Community College

Wellesley Hills, MA

Framingham, MA

Ashland, MA

Fifth-Year Interim Report

submitted to the

New England Commission of Higher Education

August 10, 2020

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INTRODUCTION

In 2016, the Commission on Institutions of Higher Education (“the Commission”) of the New England Association of Schools and Colleges (NEASC), now the New England Commission of Higher Education (NECHE), renewed the accreditation of Massachusetts Bay Community College (MassBay). In the 2016 decision letter, the Commission renewed the College’s accreditation and requested a Focused Evaluation Report that would include evidence of progress in three areas of concern the visiting team had identified: 1) evaluating effectiveness of assessment plans and procedures; 2) ensuring sufficient resources to support staffing for student services; and 3) improving communication. The College immediately implemented changes to address these three areas of concern, documenting its progress in the 2017-2018 Focused Evaluation Report.

In 2018, the Commission accepted the College’s Focused Evaluation Report and confirmed the due date for the Interim Report in 2020. The Commission requested the College include in the Interim Report evidence of progress in the three areas identified in the 2015 Comprehensive Evaluation (listed above). In addition, the Commission requested the College also address areas of emphasis that emerged in the Focused Evaluation. Two of the areas relate to issues that arose during the last comprehensive evaluation, and one is a more recent development. These areas are: 1) continuing to implement assessment plans and procedures, in particular assessment of Graduation Competencies and including part-time faculty in assessment; 2) ensuring that resources allocated to student services are sufficient to support services at all locations, specifically the Ashland instructional location; 3) implementing plans to re-locate the Framingham Campus. This report also includes a report of how MassBay responded to the covid-19 global pandemic, and the Institutional Plans section at the conclusion of the report includes a brief summary of how the College plans to fulfill its mission during these unprecedented times.

To prepare for the Interim Accreditation Report to NECHE, Courtney Jackson, Vice President for Institutional Effectiveness and Strategic Initiatives, and MassBay’s Accreditation Liaison Officer, attended the NECHE Interim Report Orientation Workshop on April 30, 2019. The workshop provided critical guidance on how to plan for and implement the interim report writing process.

During the summer of 2019, staff in the offices of Finance and Administration, Financial Aid, and Institutional Research compiled the information required for the Interim Report Forms and E-Series Forms. Also during that summer, MassBay’s President, Dr. David Podell, appointed the following faculty and staff of the College to serve as the Interim Report Working Group:

Barbara Bernard, Director of the Academic Achievement Center
Neil Buckley, Vice President for Finance and Administration
Curtis Cormier, Director of Financial Aid
Ming-Kuang Covitz, Adjunct Faculty, Science, Technology, Engineering, and Mathematics (STEM)

Marcus Edward, Assistant Vice President for Finance and Administration
Patricia Eisenhauer, Associate Professor, STEM
Alan Goldman, Associate Professor, Humanities and Social Sciences
Chitra Javdekar, Dean of STEM
Jason Mazaik, Professor, Criminal Justice and Sociology
Michael Lyons, Chief Information Officer
Timothy Rivard, Director of Learning Services
Meredith Watts, Assistant Professor, Mathematics
Richard Williams, Associate Dean for Student Success.

The Interim Report Working Group held its first meeting on September 9, 2019, and divided itself into three teams. One focused on Mission and Purpose (Standard One), Planning and Evaluation (Standard Two), and Organization and Governance (Standard Three). A second focused on standards related to the Academic Program (Standard Four), Teaching, Learning, and Scholarship (Standard Six), and Educational Effectiveness (Standard Eight). The third team focused on the standards related to Students (Standard Five), Institutional Resources (Standard Seven), and Integrity, Transparency, and Public Disclosure (Standard Nine).

Materials for the Working Group were shared on MassBay's Sharepoint site. Members of the Interim Report Working Group reviewed the reports that the College and Visiting Teams prepared for the 2015 Comprehensive Evaluation and the 2017-2018 Focused Evaluation Report. In addition, Working Group members reviewed the Standards for Accreditation for their assigned standards, as well as the Interim Report Forms associated with their assigned standards, and the Series E forms (the team focused on Educational Effectiveness). Working Group members sought input from other staff as needed, if evidence to support an evaluation of adherence to the standards was not present in the existing materials.

Working group members reflected on the following questions for each standard.

1. Does MassBay still adhere to this standard?
2. If so, how? If not, in what manner was the College not in adherence?
3. What needs to be addressed related to this standard?

Teams submitted summaries for each standard, framed around the following questions.

1. What significant changes have occurred since the 2015 Comprehensive Self Study and/or the 2017-2018 Focused Evaluation?
2. How does MassBay continue to meet NECHE's Standards for Accreditation in this area?
3. What are the most important areas for the College to address in the next five years?

Working Group members submitted their summaries at the end of February 2020. Christopher LaBarbera, Assistant Provost; Richard Williams, Associate Dean for Student Success; and Karen Britton, Executive Director, Office of the President, consolidated the groups' submissions into one document.

INSTITUTIONAL OVERVIEW

MassBay is one of 15 publicly funded community colleges in Massachusetts. According to its Mission Statement, “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.” Since its founding in 1961, MassBay has offered associate degrees and certificate programs that prepare students for transfer to accredited four-year bachelor's degree programs and various careers. Approximately 600 employees, including 67 full-time faculty, 290 part-time faculty, 170 full-time staff, and 65 part-time staff, carry out the College’s mission.

MassBay currently offers 40 associate degree and 32 certificate programs. During Academic Year 2018-2019, faculty taught 79% of the classes in person, while the remainder were taught online. During the spring 2020 semester, like most colleges and universities around the globe, MassBay had to quickly implement remote learning after covid-19 made teaching and learning on campus unsafe. Beginning March 30, 2020, MassBay’s faculty converted their classes to a remote or online format. More details about how the College responded to this challenge and how it is planning for the future are included throughout this report.

MassBay offers classes in three locations – at its main campus in Wellesley Hills and two leased locations in Ashland and Framingham. Ashland is home to the Automotive Technology programs. Framingham, currently home to the Early Childhood Education, Health Sciences, and Human Services programs, will be moving to a new location in July 2023. The College is working with the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) and Sasaki, an architecture firm, on plans for this new building. Additional details about this move are included in the section focusing on areas of emphasis.

During the 2019-2020 academic year, the College served nearly 6,000 full-time and part-time students from the greater Boston metropolitan region. MassBay’s service area includes 27 cities and towns in the MetroWest area of Boston, including Framingham, Natick, Newton, and Waltham, though many students travel to the College from cities and towns beyond that service area. The College is open-access, and the student body is diverse, with 5% identifying as Asian, 14% as Black or African American, 20% Hispanic or Latinx, and 48% as White. Half of first-time, degree-seeking students receive financial aid.

MassBay students lead and participate in a wide variety of co-curricular activities. Student learning expands beyond the classroom to local businesses, healthcare organizations, civic organizations, and schools, where students intern or complete their practica and clinical requirements. Graduates from MassBay own businesses, become educators, practice law, and serve in the public sector.

At the time of the Focused Evaluation in 2017, Dr. David Podell had been MassBay’s sixth President for just over one year. In the past two and a half years, he has led the College into greater financial stability, grown its external partnerships, and improved community morale. With his leadership, the College enhanced internal and external communications, developed

access and equity initiatives, improved assessment and data collection procedures, increased student services, and strengthened academic rigor. In 2018, the Board of Trustees approved a new strategic plan, covering the years 2018 to 2022, that has given focus and direction to the College's efforts.

AREAS IDENTIFIED FOR SPECIAL EMPHASIS

In the January 2016 letter following the 2015 Comprehensive Evaluation, the Commission noted the following areas for a Focused Evaluation Report and scheduled a visit for the fall of 2017:

1. developing, implementing, and evaluating the effectiveness of formal assessment plans and procedures;
2. ensuring that resources allocated to the student services department are sufficient to support staffing and student services; and
3. improving communication across the institution.

In its March 2018 letter following the Focused Evaluation visit, the Commission identified the following areas of focus for the Fifth-Year Interim Report:

1. continuing to implement its assessment processes and procedures and using the result to make improvements with emphasis on assessing Graduation Competencies and integrating adjunct faculty into the assessment process;
2. ensuring that resources allocated to the student services department are sufficient to supporting staffing and student services at its Ashland, MA, instructional site; and
3. implementing plans to move its current Framingham, MA, campus to a new location in Framingham.

Assessment Plans and Procedures

The 2015 Comprehensive Evaluation visiting team recognized the progress some academic programs had made in the assessment of student learning, and also observed that evidence was not available for all of MassBay's academic programs. In addition, the 2015 Comprehensive Evaluation visiting team identified gaps in the formal assessment of non-academic units. The visiting team observed insufficient evidence that the College had successfully cultivated a culture of college-wide goal setting, monitoring, and assessment. MassBay was asked to prepare a Focused Evaluation Report in 2017 to address how the College was making improvements to its assessment plans and procedures.

Over the past five years, MassBay has made significant improvements in processes and outputs related to its assessment plans and procedures. These improvements included: 1) strengthening the College's data analysis capacity by allocating additional resources to the Office of Institutional Research; 2) instituting a new learning outcomes assessment process for *all* associate degree and certificate programs and expanding that process to include assessment of Graduation Competencies; 3) initiating a new survey to assess student satisfaction; and 4)

enhancing the assessment of non-academic units. In the two years since the Focused Evaluation, the College has continued to focus on improving the program-level assessment of student learning while also focusing on developing a system to assess Graduation Competencies.

As discussed in greater detail in the 2017-2018 Focused Evaluation report, MassBay strengthened its data analysis capacity by reorganizing and allocating new resources to the Office of Institutional Research (IR). The increased capacity has enabled the IR team to provide innovative reports to Trustees, senior leadership, faculty, and staff to inform their decisions. Under Dr. Podell's leadership, the IR team developed a new, comprehensive Institutional Dashboard which is updated monthly with key metrics in admissions, enrollment, student characteristics, student success (retention, graduation, and transfer), faculty and staff counts and demographics, expense and revenue reports, fundraising, and marketing information. Additional resources permitted the purchase of Tableau software licenses, which created efficiencies within the IR Office and facilitated decision makers' access to data.

MassBay made significant progress in the assessment of student learning since the visiting team's visit in 2015, and it has continued to enhance the assessment of student learning since the Focused Evaluation visit in 2017-2018, including the assessment of Graduation Competencies. All academic programs have now specified learning outcomes which are published on the MassBay website and in the College Catalog. Department Chairs produce an annual assessment report for each degree and certificate program with the following sections: an analysis of the evidence of student learning; reflections on what the findings suggest the program needs to change; activities proposed to accomplish those changes; and a schedule for assessment of the other learning outcomes over the course of five years. The Series E forms (Appendix D) present the key findings from each program's assessment efforts to date; these findings are discussed in greater detail in the reflective essay on educational effectiveness.

With program-level assessment proceeding well, MassBay faculty more recently turned their attention to assessment of the Graduation Competencies. MassBay's seven Graduation Competencies are promoted in the core general education requirements of the College. When achieved, these competencies include the broad base of knowledge required for informed and responsible participation in civil society. The Graduation Competencies include:

- 1) Written and oral communication
- 2) Quantitative skills
- 3) Technological/computer/information science facility
- 4) Knowledge about the natural world
- 5) Knowledge about diverse cultures
- 6) Critical thinking and informed decision-making
- 7) Personal, social, and civic responsibility

During the 2019-2020 academic year, faculty focused on refining methods to assess two competencies: written communication and critical thinking. Additional details about MassBay's progress in the assessment of Graduation Competencies are included in the essay on educational effectiveness.

The College provided support to the faculty as they became more knowledgeable about how to develop and implement learning assessments. A variety of professional development opportunities have been presented to the faculty related to assessment, and each year multiple faculty have attended external workshops and conferences. In addition, a portion of a Professional Development Day in September 2017 was allocated to faculty reviewing assessment reports and begin planning for future assessments. Assessment is now a routine part of Academic Division and Department Chair meetings throughout the academic year.

MassBay has also made improvements in the systematic assessment of non-academic units. The College has conducted several surveys of students to assess their experiences on campus. MassBay now participates in the Community College Survey of Student Engagement (CCSSE) every three years. The College participated in CCSSE during the spring 2017 term and had planned to administer the survey in spring 2020 but had to postpone participation because of the transition to remote learning in the wake of the global pandemic. The College looks forward to participating in CCSSE during a future academic year. In the years when MassBay does not participate in the CCSSE, students complete a homegrown Student Experiences survey, which asks them a wide range of questions related to their experience at MassBay. This survey initially focused on five offices (Admissions, Advising, Financial Aid, Registration, and Student Accounts) and has recently expanded to include four additional offices (the Academic Achievement Center, Disability Resources, the Library, and Student Development).

Resources Allocated to Support Student Services, Including Services in Ashland

The 2015 visiting team expressed three main concerns about Student Services: 1) the initial plan to place the Office of Student Development under the Fiscal Affairs Division; 2) general levels of staffing in the Office of Student Development; and 3) the impact of grants ending on the capacity of MassBay to provide services to students. In response to these concerns, MassBay swiftly implemented numerous changes, including changing the reporting structure such that the Chief Student Affairs Officer reported directly to the President. In addition, the President elevated this role to a vice president-level position. Further, the College added 4.5 FTE positions in Student Development between the 2015 Comprehensive Evaluation and the 2017-2018 Focused Evaluation Report, and the College has been able to add an additional 1.75 FTE in this area with additional grant funds.

As described in the 2017-2018 Focused Evaluation Report, the creation of the position of Assistant Dean of Students (now Associate Dean of Students) has made it possible for the College to better serve students in Framingham and Ashland. The College also hired a part-time counselor who sees students each week at the Framingham and Ashland sites. Student Development has made a concerted effort to increase programming on the Framingham and Ashland sites, and these efforts are evident in the weekly newsletter sent to students, which lists engagement opportunities on all three sites.

As described in greater detail in the 2017-2018 Focused Evaluation Report, the College hired a Director of Retention in February of 2016. This position, now elevated to Associate Dean for Student Success, reports to the Vice President for Student Development, and oversees Academic and Transfer Advising. The Director of Retention/Associate Dean of Students position had been

previously funded by a Performance Incentive Fund grant and is an example of a grant-funded position that was eliminated for a period of time (see below). Because student retention is a top priority of MassBay's strategic plan, the College allocated funds for this position within the operating budget to ensure that it would continue beyond the end of a particular grant. The Associate Dean of Students also oversees a Title III grant, which has enabled the College to establish a Center for Trauma and Resiliency, expand the co-requisite English program and launch the co-requisite Math program, implement a guided pathways model at the College, and improve student spaces on campus.

The College reformulated the area of Student Activities, focusing it more sharply on Student Engagement and New Student Orientation. In addition, the College created a part-time position for the area of student activities and student government. The College also restored funding for the Director of Career Services position and broadened the description to include Internships and Mentoring programs, providing resources for this important service to help students plan for their lives after they complete their studies. Finally, the College added a part-time Career Counseling position, which was initially grant funded, and is transitioning to full funding from the College. Currently 50% of this position's funding is included in the College operating budget.

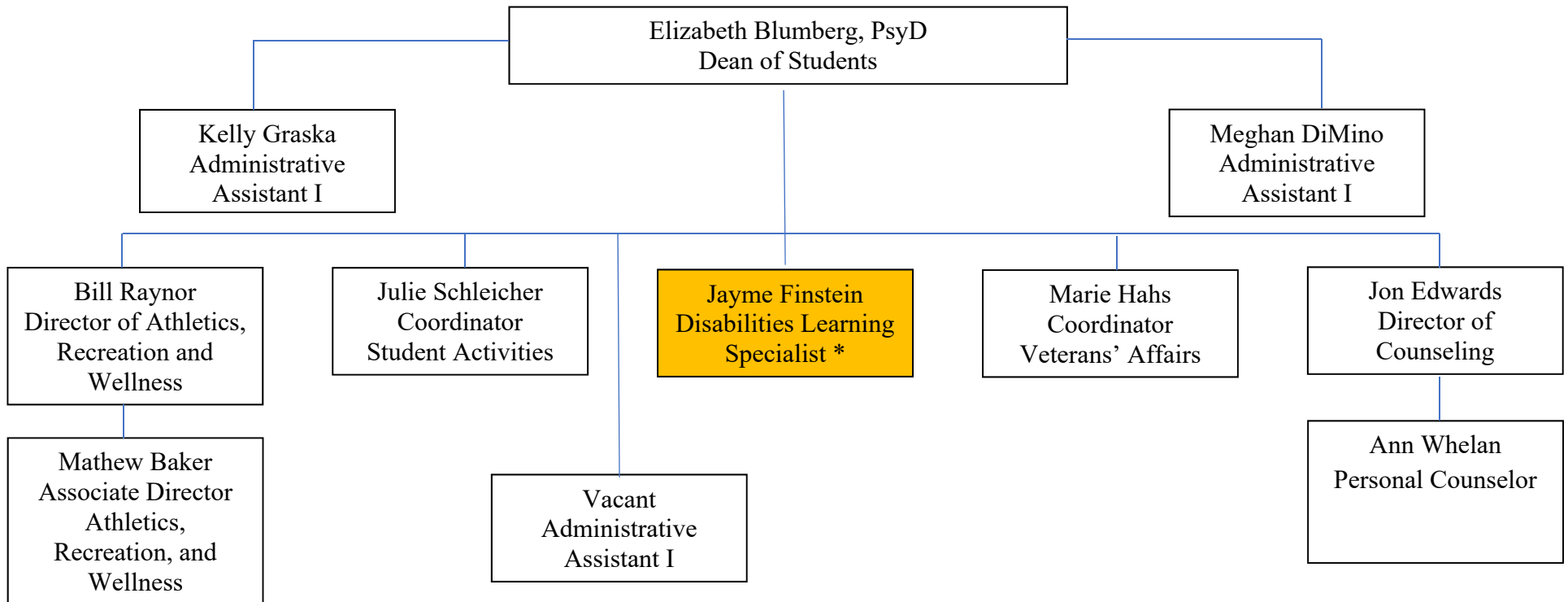
In addition to changes in Student Development, Dr. Podell reorganized Financial Aid by moving that department under the direction of the Assistant Vice President for Enrollment Management; it was formerly under the Vice President for Finance and Administration. This change has facilitated collaboration and communication with other offices providing student services, including the Registrar and Admissions. Dr. Podell also created a Student Services Enrollment Management Taskforce with directors from the offices of Admissions, Registrar, Financial Aid, Student Accounts, Student Development, and Academic and Transfer Advising. Recognizing that these areas report to three different vice presidents, this group meets weekly to ensure that staff in all of these student-facing offices are functioning as a cohesive team as they each provide services to students.

Many of the positions referenced above were, at one time, funded by grants, leaving them vulnerable for discontinuation when the funding ended. The Director of Retention and the Career Counselor position are examples of two such positions. In this time of declining public investment in higher education, grants will remain an important source of funding for the College, but the College has recognized the need to support these essential functions from its annual operating budget. The restoration of these key permanent positions has improved services available in all locations to its students. The organization charts presented on the following pages show the composition of the department at the time of the 2015 Comprehensive Evaluation, the 2017-2018 Focused Evaluation Report, and the current structure (Summer 2020).

The College's progress in restoring resources for student services was affirmed in the report that the Focused Evaluation Report visiting team prepared. In its decision letter, the Commission requested that the College provide evidence in the Interim Report that resources were adequate to support student services in Ashland. The College is providing a variety of services to students pursuing Automotive Technology degrees at the Ashland location. For example, the President holds four town halls in Ashland during each academic year. In addition, a Framingham-based reference librarian, continues to spend one afternoon per week in Ashland. Counseling services

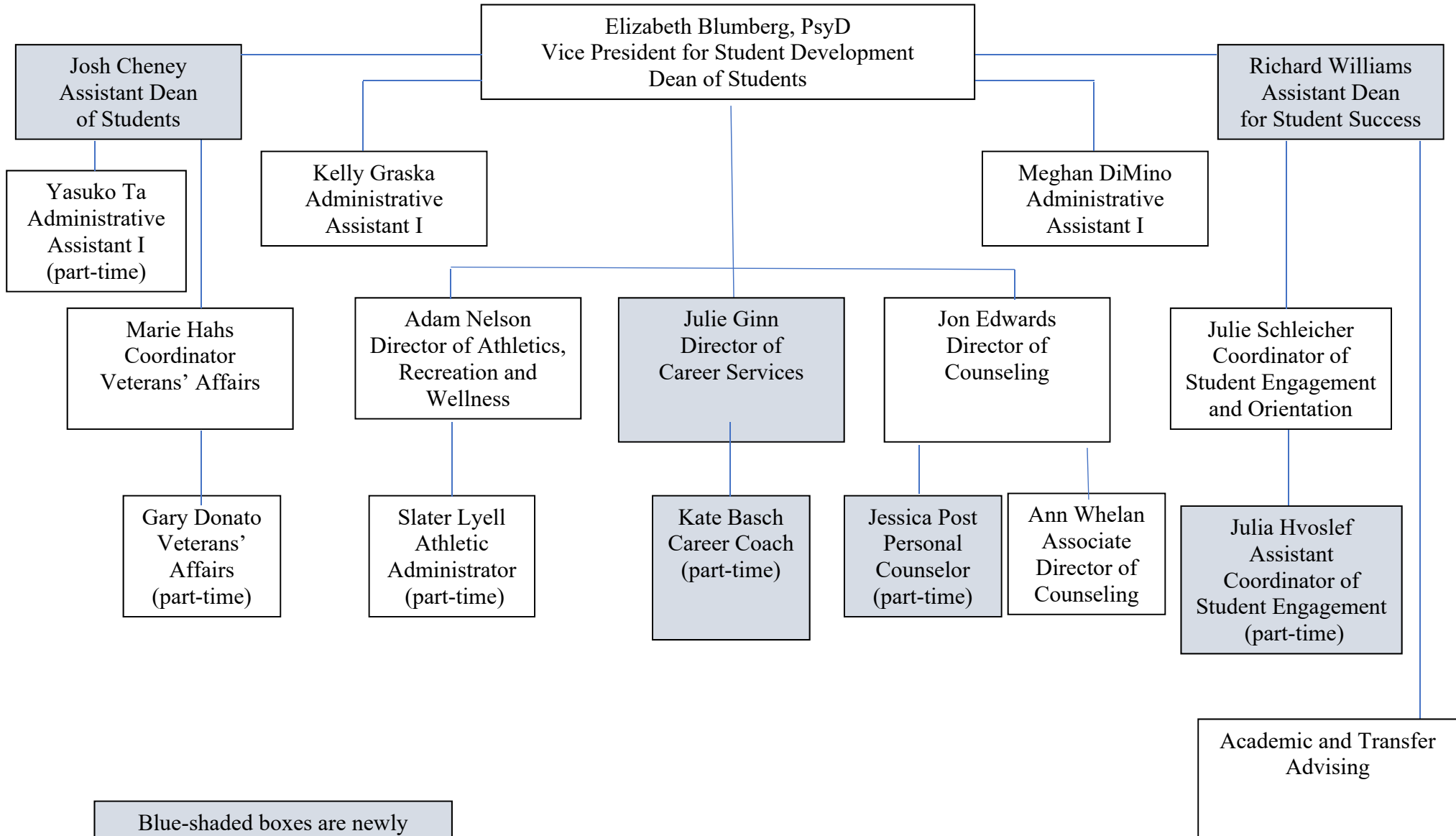
are now provided at Ashland. The Associate Dean of Students and the Coordinator of Student Engagement organized numerous events at the Ashland location, including pizza lunches at the start, middle, and end of each term. The Student Government Association also met at Ashland. The College's efforts to address food insecurity extend to students in Ashland. Each month during the fall and spring terms, the College, in collaboration with the Greater Boston Food Bank, holds a mobile market on the Wellesley Hills Campus. College staff deliver fresh fruits and vegetables to Framingham and Ashland so that students in those locations benefit from this important service. The College's food insecurity initiatives are discussed in greater detail in the section focusing on the standards. Finally, the College upgraded the student lounge in Ashland with new furniture and flat screens.

Figure 1. Student Development Organization Chart in 2015



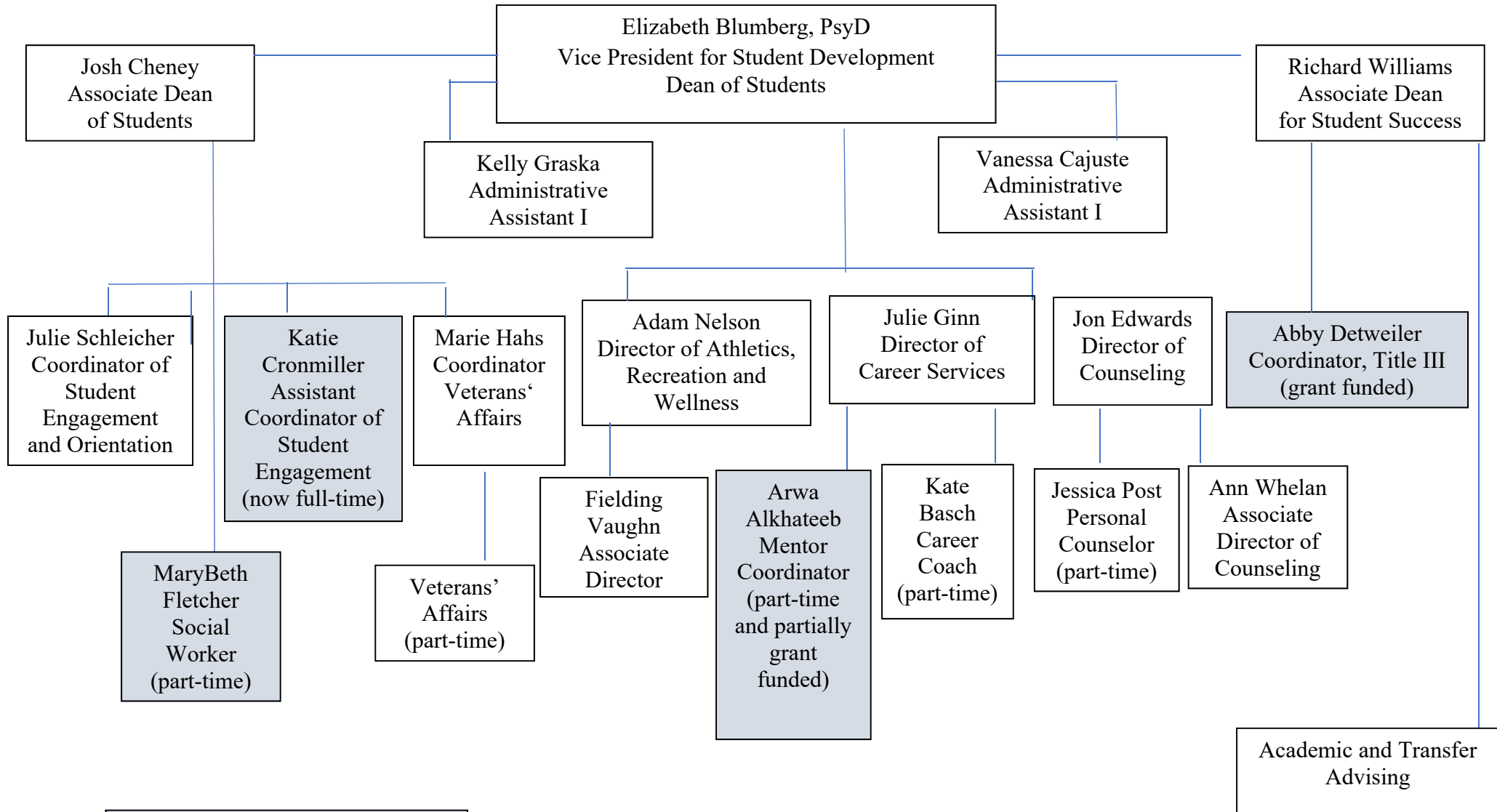
* Transitional Scholars program is no longer part of Student Development. It moved to the Academic Achievement Center (Academic Affairs) in fall 2016.

Figure 2. Student Development Organization Chart in 2017



Blue-shaded boxes are newly funded positions since 2015.

Figure 3. Student Development Organization Chart in 2020



Blue-shaded boxes are newly funded positions since 2017.

Communication

As the Focused Evaluation visiting team noted in 2017, the College made significant progress in communication, an area that had long been an area of challenge. After joining the College in 2016, Dr. Podell improved communication between and across all levels of the institution.

One of the important components of Dr. Podell's communication strategy is regular town halls with the community. Dr. Podell held 20 town halls per year during each of the past three academic years. Town halls are held in Ashland, Framingham, and Wellesley Hills, and they are scheduled throughout the week at varying times to maximize participation. During the spring 2020 term, after the College shifted to remote teaching and working because of the global pandemic, the President held town halls even more frequently. Dr. Podell held two town halls every week, one for students and another for faculty and staff. These town halls provided a meaningful way for members of the college community to remain connected to each other during a very challenging and uncertain time. During the first week of these remote town halls, over 200 faculty and staff and 75 students attended. All of the town halls, virtual and face-to-face, provided an opportunity for members of the community to hear from the President and for the President to hear from them. While attendance among the students declined as the weeks progressed, faculty and staff attendance remained high (approximately 175), even during the summer. The comments in the chat box indicated faculty and staff valued the opportunity to be together.

The College has made strategic investments in technology in order to improve communication. Specifically, it has implemented Quickly, a communication tool in Blackboard which offers faculty more efficient ways to communicate with students. In addition, the College has implemented Alertus to improve notifications to the college community in the event of an emergency. Using Alertus enables the administration to communicate with the entire community instantly to spread important campus announcements. Finally, the College is making more and better use of technologies such as WebEx and Skype to increase communications among faculty, staff, and students who are not physically located on the same location. These tools became essential once the College shifted to remote learning and working in March 2020.

As discussed in the greater detail in the 2017-2018 Focused Evaluation Report, the President's Council continues to be an important facilitator of communication at the College. Dr. Podell continued to refine the composition of this group, adding a student representative so that the Council can benefit from hearing students' perspectives. Representatives of both unions and members of the full-time and part-time faculty sit on the committee, as well. A report summarizing each President's Council meeting is distributed to the entire College community, ensuring that faculty and staff are informed about decisions and new initiatives. Dr. Podell also continued to expand membership of his Cabinet to include the Director of Grants Development and the Director of Equity Compliance. Having these additional perspectives at the table has created broader College leadership and ensures that all constituencies have a voice in discussions of the major issues that affect the College.

Each year, the President and members of his Executive Team define an annual agenda. Each spring, informed by the College's strategic plan, members of the Executive Team begin

conceiving their annual plans as they plan the budget. During the summer, they refine the ideas into an operational plan for the academic year. Each fall, the President and members of his Executive Team share their agendas with the community at the town halls and other faculty/staff meetings. At the end of each year, the President and the Executive Team provide an update on the progress towards each item in the agenda. As noted in the 2017-2018 Focused Evaluation Report, these annual agendas have been an effective way for the community to understand the Presidents' priorities. In addition, the process of reporting on progress towards goals has nurtured the culture of planning and assessment the College is cultivating across the entire institution.

Relocating the Framingham Campus

In 1990, MassBay began leasing space at 19 Flagg Drive in Framingham in a building which formerly housed the Farley Middle School. In about 90,000 square feet, MassBay operates its Health Sciences, Human Services, and Early Childhood Education programs on the Framingham Campus. It also offers many general education classes there in Math, English, History, Biology, and other subjects. Students enrolled in classes on the Framingham Campus receive services from the full range of offices, including the Academic Achievement Center (tutoring), Academic and Transfer Advising, Admissions, Career Services, Counseling Services, Disability Resources, Financial Aid, Information Technology, the Library, Registration, Student Accounts, Student Development, and Student Engagement.

In 2017, Framingham Public Schools informed MassBay that they would not be renewing MassBay's lease of the Farley School. MassBay's leadership team began working with DCAMM to secure a new location for the Framingham-based academic programs and services. The College embarked on parallel paths, one to secure a new lease in a different location, and another to secure funds to construct a new building in Framingham. For the latter, the State advised the College to submit an application for \$30 million through the Commonwealth's new strategic framework process for capital investments. In June of 2018, Secretary Peyser allocated those funds for a 40,000 square foot building in Framingham to house MassBay's Health Sciences programs.

The College quickly determined that the amount allocated through the strategic framework process, even if combined with funds which MassBay planned to contribute, would be insufficient to construct a building with enough space to replicate the existing instructional activity and student services offered in the Farley School. A 40,000 square foot building would accommodate only the Health Sciences programs, requiring the Early Childhood Education and Human Services programs to move to Wellesley Hills. Both of those programs recruit students who live in Framingham, and it is not clear whether these students would commute to Wellesley Hills to attend classes there. In addition, the Early Childhood Education and Human Services programs place their students in Framingham-based community agencies for field experiences. Relocating these programs to Wellesley Hills would negatively impact the enrollment in these programs. In addition, the smaller building would not have space for general education classes, an important and substantial portion of the instructional activity that currently occurs in Framingham. Finally, a building of that size would not accommodate the full range of services required to adequately support students. In response to MassBay's request to the Secretary of

Education to reconsider the \$30 million allocation, DCAMM commissioned an analysis of space utilization, enrollment history, and enrollment projections. Informed by that analysis, the State increased the budget for the new building to \$56 million (including \$5 million from the College) to build a 68,500 square foot building.

The new building will be located on a parcel of land owned by the Massachusetts State College Building Authority (MSCBA) in current use by Framingham State University as a parking lot. The idea to build on this particular lot originated with the President of Framingham State University. The proximity to Framingham State University promises to sustain existing partnerships and nurture new collaborations between the two institutions.

The Dean of Health Sciences (Dr. Lynne Davis), the Dean of Business and Professional Studies (Dr. Susan Maggioni), faculty from these two academic divisions, the President, the Provost and other members of the leadership team have been meeting on a weekly basis with staff from DCAMM and the architects to refine the design of the new building. This process has included multiple rounds of interviews with faculty to understand how the space will support teaching and learning. Informed by the vision of MassBay faculty, the architects have designed a space that will feature state-of-the art equipment in a student-centered environment. See Appendix F for the floor plan as conceptualized at the time of the writing of this report.

The project entered the schematic design phase in the summer of 2020. Construction is scheduled to begin July 2021. The College plans to move into the building early in 2023 and will begin offering classes in this new location in September 2023. The College will submit a Substantive Change Proposal related to this new location to NECHE in 2022.

STANDARD ONE: MISSION AND PURPOSES

The MassBay mission and vision have not changed since the submission of the 2015 Comprehensive Evaluation. The College’s Board of Trustees adopted them in July 2012, and they are featured in the College Catalog, Student Handbook, website, and other institutional documents.

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.

The College has also crafted an institutional description: “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.”

Additionally, the faculty and staff of MassBay have established the following values:

- 1) Accessibility and affordability;
- 2) Communication;
- 3) Diversity;
- 4) Professional development; and
- 5) Respect.

The College continues to use its mission, vision, and values to inform policy and practice, and these values guided the College in the development of the MassBay strategic plan adopted in 2018.

STANDARD TWO: PLANNING AND EVALUATION

In the period since the 2015 Comprehensive Evaluation, the College developed and adopted a new five-year strategic plan: *The Massachusetts Bay Community College Strategic Plan, 2018-2022: MassBay – A Catalyst for Transformation*. The development of this plan began in 2016 and included the participation of stakeholders across the College’s three locations and many of the 27 communities in its service areas. A Strategic Planning Committee was formed in fall 2016 with representation from faculty, staff, and students.

The Committee examined current College issues, the strategic planning efforts of the other Massachusetts community colleges, and research on national and regional trends. Based on analysis of the Massachusetts Board of Higher Education goals, the co-chairs assigned committee members to nine subcommittees (College Participation, College Completion, Student Learning, Workforce Alignment, Preparing Citizens, Closing Achievement Gaps, Campus Safety, Infrastructure, and Financial Strength).

During the development of the strategic plan, the Committee provided many opportunities for input from stakeholders. For instance, the College set aside a Professional Development Day at the start of the spring 2017 semester for faculty and staff to discuss the plan; the day included a set of breakout sessions corresponding to the subcommittee topics. As a result of these sessions, a concise “strategic plan at a glance” document was drafted. This document was shared with corporate and community partners at a breakfast meeting in December 2017. Participants reflected on their partnerships with the College and provided input on how to best meet the needs of the surrounding communities over the next five years. The team also shared the “at-a-glance” document with the College’s Board of Trustees for their review, as well as with Dr. Carlos Santiago, Commissioner of Higher Education.

The College presented an initial draft to the Strategic Planning Committee of the Board of Higher Education (BHE) on January 16, 2018. Based on the BHE Strategic Planning Committee's feedback, the editorial team developed a further draft that was shared with faculty, staff, and students during five town hall meetings across all campuses in spring 2018. The plan was finalized and adopted in the summer of that year.

The College's strategic plan was broken down by activity and year to create an implementation timetable which College leadership uses to annually assess progress on the plan. Leaders of the various departments with responsibilities under the plan report out on the progress achieved. These annual updates are presented to the College's Board of Trustees.

In addition, the Office of Institutional Research publishes an annual report using institutional data to assess and evaluate the College's progress towards the five strategic directions outlined in the College's current five-year plan. The Cabinet and other College leaders utilize reports that the Office produces, including the Fact Book and an Institutional Dashboard, both of which are published on the College's website and include data on admissions, enrollment, student success, academics, faculty and staff, and the College's finances. Data resources that the Office of Institutional Research publish allow MassBay leadership to plan and respond to financial and other contingencies, establish feasible priorities, and develop realistic courses of action to achieve the College's objectives. In addition, the Massachusetts Department of Higher Education publishes college-level data on its website that include enrollment and student success data comparing each college with Massachusetts community colleges overall as well as a selected set of national peer colleges.

The College continues to assess the achievement of its mission and purposes beyond the institutional data provided by the Office of Institutional Research. The College uses a number of qualitative and quantitative instruments to better understand its effectiveness. These instruments include the Community College Survey of Student Engagement, which was administered in the 2016-2017 academic year and was to be administered again in the spring of 2020, though those plans were postponed due to the coronavirus pandemic. Internally, the College annually administers a Student Satisfaction Survey, a Graduate Survey, and an Alumni Survey. These surveys provide important information, especially with regard to student satisfaction with services offices such as Academic Advising, Financial Aid, and Admissions.

Each degree-bearing academic program at the College assesses its program-level outcomes on an annual basis in which one or two outcomes are analyzed per academic year. The Chair and faculty of the departments in which the programs are housed complete these annual reports, which are then submitted to their Dean. Assessment of these outcomes is followed by a department-level discussion of the assessment results and the modification of the curriculum or instruction to ensure that the academic programs are indeed providing these outcomes to the students of the College. Additional details about the evaluation of the academic program are included in the section on Educational Effectiveness.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The most notable change in MassBay's organizational leadership since the 2015 Comprehensive Evaluation is the new president, Dr. David Podell, who assumed the position in the summer of 2016. Prior to coming to MassBay, he served as Vice President for Academic Affairs and Dean of the Faculty at Marymount Manhattan College, and as Senior Vice President for Academic Affairs and Provost at the College of Staten Island, part of the City University of New York (CUNY). In addition, Dr. Podell has served on the faculty of the College of Staten Island, the CUNY Graduate Center, and Adelphi University.

Dr. Podell is assisted on a senior leadership level by his Executive Team, which consists of the following individuals.

Elizabeth Blumberg, Psy.D., Vice President for Student Development and Dean of Students
Neil Buckley, M.B.A., Vice President for Finance and Administration
Marcus Edward, M.B.A., Assistant Vice President for Finance and Administration
Lynn Hunter, D.Ed., Vice President for Academic Affairs/Provost
Courtney Jackson, Ph.D., Vice President for Institutional Effectiveness and Strategic Initiatives
Mary Shia, Vice President for Institutional Advancement
Lisa Slavin, M.P.A., Assistant Vice President for Enrollment Management
Samaria Stallings, M.A., Executive Director of Human Resources

The Executive Team meets weekly for approximately two hours and as needed to discuss strategic initiatives and provide an opportunity to share information across divisional lines of responsibility.

In addition, the President's Cabinet meets bi-weekly. This group consists of the Executive Team plus the five Academic Deans, the Chief Information Officer, the Chief Diversity Officer, the Assistant Provost, the Associate Dean of Students, the Director of Marketing and Communications, the Executive Director of the College Planning Collaborative, the Director of Equity Compliance, the Director of Public Safety, the Director of Grants Development, and the Executive Director of the President's Office. Once a month, the President also convenes the President's Council, a significantly larger group, which consists of all the above plus many director-level staff as well as faculty, union, and student representatives.

The College also has an active faculty governance structure, which deals with a wide array of academic and administrative governance matters. The faculty governance structure includes seven standing committees: Steering Committee, Admissions and Curriculum, Academic Standards, Calendars and Hours, Community Outreach, Teaching and Learning, and Professional Development. Each committee is composed of elected representatives from the academic divisions and the professional staff. The Steering Committee forms *ad hoc* committees as needed to address issues of concern that do not fall within the jurisdiction of one of the standing committees.

Students are represented by the Student Government Association whose members include the Student Trustee. Members of the Executive Team attend these meetings as needed to foster communication and address any issues or concerns.

In order to promote open communication and transparency, and to enhance collegiality in the College's governance, the President annually holds twenty open town hall meetings for the entire College community, including multiple sessions each semester on the Wellesley Hills, Framingham, and Ashland locations. The town hall meeting agendas consist of a general update on current College events and activities and often a presentation on a special topic such as finances, enrollment trends, or strategic planning. Time is also set aside at each of the town halls for a question and answer period.

The administrative organization of the College is not unusual for a community college its size and is provided in Appendix E. The President makes changes to the organizational structure from time to time to improve effectiveness and efficiencies. In addition, the Executive Team conducts a comprehensive review of every academic and administrative position vacancy prior to conducting a replacement search as deemed necessary and appropriate.

MassBay is keenly aware of its need to be open and transparent in its communication with all constituencies, and to be nimble and flexible in its administrative oversight. As such and as needed, adjustments may be made periodically to the organizational structure of the College in order to respond to changes in its internal and external environment.

STANDARD FOUR: THE ACADEMIC PROGRAM

Since the last comprehensive evaluation in 2015, MassBay has maintained its focus on its mission of fostering “educational excellence and student success” and “responding to the needs of the surrounding community” by creating new academic programs in health sciences, humanities and social sciences, and human services. During this period, the College contracted Gray Associates, a higher-education consulting firm, to help the College community assess the continued viability of existing programs and the value of potential new programs. Gray Associates provided a method of program scoring, which included student demand, employment potential, degree fit, and competitive intensity. Results of this engagement became part of the strategic plan.

Over the last five years, the College launched three new associate degree programs: Associate of Science in Surgical Technology, Associate of Science in Cyber Security, and Associate of Arts in Liberal Arts with an English concentration. The College also initiated two new certificate programs: Advanced Cyber Security and Computer Networking. The College renewed its Associate of Arts degree in Liberal Arts: Political Science concentration, Computed Tomography Certificate, and Human Services: Substance Abuse Certificate. These new associate degree and certificate programs are consistent with the College’s mission and purpose, offer a strong general education core to prepare students for local and global citizenship, and respond to the needs of the surrounding communities.

As an example, the new A.S. in Surgical Technology program provides an advanced academic pathway for students in the existing Certificate in Surgical Technology program. The program's core curriculum offers two four-credit, lab-based courses in anatomy and physiology that provide comprehensive coverage of the competencies and skills students need to attain in order to pass the required national certification exams. The Computer Networking Certificate responds to regional needs for technology professionals and prepares students for occupations for which talent is in short supply and demand is expected to grow.

MassBay continued to implement the review of academic programs. At least once every five years, faculty continue to undertake a systematic review of data to evaluate each academic program. The program review process includes analysis of data about enrollment, course completion, retention, transfer, and graduation. In addition, as described in greater detail in the section on Educational Effectiveness, in 2016 the College launched a more robust system for annual assessment of program-level learning outcomes. Evidence of student learning has been more fully incorporated into the five-year review process as these data become available. Since 2015, faculty reviewed the following programs: Computer Information Systems, Criminal Justice, Electrical and Computer Engineering, Environmental Studies, Forensic Science, General Studies Math, Human Services, Liberal Arts, Marine Biotechnology, and Paralegal Studies. Faculty have used these reviews to implement a variety of changes, from methods of instruction to scaffolding of material and modes of assessment.

The College also completed the review of the Honors program. The program offers honors classes that provide students with opportunities to “explore challenging topics through inquiry, writing, critical thinking and oral presentation.” The review was the basis of the program being accepted into the Commonwealth Honors Program in 2019.

MassBay's academic programs have also faced some challenges during the past five years. Following the sudden passing of the only full-time faculty member in the Biotechnology Department in fall 2016, the College convened a biotechnology industry advisory board and filled the tenure-track Assistant Professor of Biotechnology position a year later. The College also rolled back two programs for new admissions -- Biotechnology: Marine Biotechnology, A.S., and Biotechnology: Forensic DNA Science, A.S. Enrollment and completion statistics of students enrolled in the programs and additional operational safety considerations informed this decision.

Similarly, in fall 2018, MassBay proactively suspended admission to the Associate Degree in Nursing (ADN) program to evaluate its sustainability and address issues that the Board of Registration in Nursing (BORN) had raised after an onsite visit. In November 2019, BORN approved the College's recent site survey compliance report for the ADN program, and the College resumed admissions to the ADN program. The next ADN class will enter in fall 2020.

In each of these cases, existing students were provided with opportunities to continue their education with minimal disruption. For example, the College provided sustained support for current nursing students from the moment the suspension of new admissions was announced. Students and their families were offered multiple information sessions, which addressed their

concerns. The Academic and Transfer Advising Office developed a comprehensive document to assist prospective students in researching and selecting other institutions to which to apply, so that their goals of becoming nurses would not be delayed. The Advising office also invited all students at the College completing nursing pre-requisites and intending to apply to MassBay's nursing program to have one-on-one appointments with advisors in order to discuss goals and alternative options both inside and outside of MassBay.

In 2018, the College adopted a guided pathways model that organizes related academic programs and certificates into seven "MassBay Academies" to assist students in making program choices and improve student advisement and retention. Based on the Guided Pathways model developed by the Community College Research Center at Columbia University, these seven academies are Automotive Technology, Business, Education and Human Services, Health Sciences, Humanities and Social Sciences, Legal Studies, and STEM.

Each Academy offers a distinctive experience for students enrolled in that Academy with separate welcome events, career and advising days, and first-year seminar courses designed for students in that academy. The Academic Deans responsible for programs in each academy work with the Associate Dean of Student Success to offer these events, and to implement student success initiatives.

The reform of developmental education has been a recent national focus, and MassBay has made significant changes to its developmental education placement and curriculum with a focus on improving completion rates while maintaining educational outcomes. Recognizing that students from underserved communities who are placed into developmental math courses face significant barriers to college completion and graduation, the College adopted the 2019 Common Assessment Policy (CAP) of the Massachusetts Department of Higher Education (DHE). Following DHE's guidance, MassBay now uses multiple math placement measures, including a student's high school GPA, SAT, or ACT scores, to make math-course placement decisions and give students more opportunities to begin college-level math courses in their first semester. Similarly, the College began in the last year to use high school GPA for English placement.

Further, MassBay has created multiple mathematics pathways to help students enroll in the math requirements specific to their major and has implemented a new model of co-requisite math courses (building on the success of the co-requisite courses in English). MassBay faculty have developed and refined curriculum and hold "math community of practice" meetings and other forms of professional development for those who teach co-requisite math courses.

As a result of the implementation of CAP, 37% of the fall 2018 cohort completed college-level math compared to 21% of the fall 2014 cohort, a significant increase in college-level math completion rates. The College continues to monitor student success rates in math and to share the findings with relevant faculty, deans, and chairs.

With support from a Title III grant, the College has also enhanced developmental English by embedding tutors in the co-requisite English class. This class has had a positive impact on students' completion of college-level English. Among the fall 2018 cohort of first-time degree

seeking developmental English students, 58% completed college-level English within one academic year, up from 29% among the fall 2016 cohort of developmental English students.

Through its Credits for Prior Learning (CPL) program, MassBay continues to offer students opportunities to earn college credits for credit-worthy experiences. The College participates in the statewide “My Experience Counts” initiative and maintains a list of current credentials, examinations, and certifications that are approved for college credit. This list is available via a link on the College’s website.

Through its various partnerships, the College provides high school students, especially those from underserved populations, with an opportunity to earn college credit by enrolling in MassBay courses at their high schools. In such cases, the College ensures academic quality by hiring qualified faculty to teach the course(s), appointing a responsible administrator as a point of contact, and ensuring that students enjoy the same level of access to course materials and services as other students who attend the College at one of its three sites.

The College’s online and hybrid courses are growing in demand, and enrollments are holding steady or increasing. In 2019, the College hired an Assistant Director of Online Learning who serves as a resource to instructors who are interested in developing and teaching an online course to ensure consistency across various modalities. The Assistant Director of Online Learning provides training to faculty interested in teaching online courses, manages the online course adaptation process, and offers resources to faculty. The College monitors student success in online courses by examining completion rates; these data are used to inform the teaching of online faculty.

The College generated significant funding through the Commonwealth’s Skills Capital program to upgrade its laboratory infrastructure at all three locations to support the growth of academic programs in the high-demand fields of automotive technology, computer networking, cybersecurity, and nursing. With the recent passage of amendments to the Massachusetts General Law c. 149 §6½, the College’s employees will be protected by Occupational Safety and Health Administration (OSHA) standards for workplace safety. In 2019, MassBay hired experienced consultants to provide an assessment of its overall compliance with the OSHA standards and is using this report to improve its operations and practices. For example, in 2020, the science faculty met to discuss and adopt a standard set and schedule of Biology and Anatomy and Physiology laboratories. The standard laboratory experience is expected to improve the College’s processes for assessment of program learning outcomes. This will also result in better coordination of laboratory resources and increased safety for faculty and staff.

STANDARD FIVE: STUDENTS

MassBay has continued to work to become a more student-centered institution. A Director of Retention (since promoted to Associate Dean for Student Success) was appointed in 2016. The Director worked with faculty and staff to develop a retention plan based partly on the

recommendations of the Community College Research Center of Columbia University; the plan has informed many of the initiatives at the College over the last four years.

MassBay's Office of Admissions is the first point of contact for many students and plays an integral role in the College's efforts to set students up to be successful. As a community college, MassBay is mandated to offer open admissions with the sole admissions requirement of attainment of a high school diploma or the equivalent. A small number of programs in Automotive Technology and Health Sciences have limited clinical or co-op space and apply selective admissions criteria to assure that the College admits those students best prepared to succeed.

Since 2015, MassBay's Office of Admissions has instituted several changes to improve the admissions experience for students and prospective students, and to align recruitment efforts with student success efforts. MassBay hired a full time recruiter with primary responsibility for recruiting for programs based on the Ashland site, introduced a fully online admissions application that has significantly improved responsiveness to all applicants, instituted operational improvements in data processing to increase both response times and accuracy, and proposed and introduced a policy for awarding credit for International Baccalaureate (IB) exams, benefitting both international students and students at several Massachusetts high schools offering IB programs.

The College has also created a number of new, specialized recruitment events geared toward student success, including MassBay College for a Day, which supports smart choice of major, offers on-the-spot-admissions, and simulates the experiences of course scheduling, financial planning, and graduation; Gear Up, part of a state-wide initiative, offering assistance to any prospective student in filing applications to any college; and "Choose Your Major" sessions, both as stand-alone workshops and embedded in larger public events. The latter were introduced after discovering that students were struggling with selecting their choice of major on MassBay's application.

MassBay's service area includes many immigrant populations, and the College serves many students who come from non-English speaking families. As part of an effort to clarify college admissions processes for students and their families, the College has added family information sessions in Spanish, Portuguese, and Haitian Creole.

In addition to the changes in developmental placement and courses presented earlier in this report, other efforts at improving outcomes in math have also been implemented since the last comprehensive evaluation. For example, the College now offers Achieve in Math (AIM), a free three-week summer program in which students work on math and other success skills. At the end of the program, students retake the math placement test and most of them place into a higher-level math, often into college-level math. The program, first run in the summer of 2017, was modeled on the successful STEM Starter program, a similar program aimed at STEM students.

The Office of Counseling Services has been expanding to better serve students in Ashland and Framingham. In the 2016-2017 academic year, Counseling Services added a permanent part-

time (18 hours/week) counselor to provide services exclusively on the Framingham Campus. This counselor is a fully licensed, clinical social worker with extensive experience working in mental health, adolescent, and medical settings. In the fall of 2019, services were expanded to the Ashland site for five hours per week. The Office of Counseling Services responded to a direct request from the faculty and staff in Ashland for on-site coverage to meet perceived student need. In addition to adding personnel coverage, Counseling Services, in collaboration with Campus Police, has offered alcohol and other drug abuse prevention programming at the Ashland site each academic year since the last review. Counseling Services also sent a representative to the most recent Ashland new student orientation sessions

MassBay's Office of Academic and Transfer Advising has been especially busy over the last few years. In the summer of 2019, MassBay introduced MyMAP, an online tool that allows students and their advisors to see the progress students are making on their individual program requirements. MyMAP displays all the courses students need to complete their degrees and indicates which courses and electives have been completed and which remain. The system also links to registration, so that students are less likely to take courses that do not count towards their programs, eliminating wasted time and money that can affect success rates and deplete financial aid.

In the fall of 2019, the College instituted mandatory first semester advising, labeled COMPASS, for Comprehensive Planning and Advising for Student Success. New students were required to attend an advising session in the fall before they could enroll in spring courses to ensure their course selections moved them forward toward degree completion. These advising sessions were intentionally designed to help create connections between advisors and students, to assist in making guided choices of major, and to create a long-term plan for success, including a timeline, use of support services, and plans for transfer to a four-year institution. MassBay feels strongly that the benefit of an initial advising appointment outweighs any hurdles to registration that the requirement creates.

Finally, MassBay is making stronger efforts to intervene with students at academic risk. In the spring of 2018, the College ran a pilot program that required students on academic probation to meet with a specifically designated advisor to make a plan for success. While the response rates from probation students to previous outreach efforts that were not mandatory were less than 5%, over two-thirds of the students met with advisors in the pilot program. The College will be measuring long-term success rates of these students but, based on these initial numbers, the College decided to institutionalize the pilot and will be continuing the probation program.

In fall of 2019, the MassBay opened the Coaching Commons, an effort to better coordinate existing academic coaching efforts. A space proximal to the cafeteria in Wellesley Hills was assigned to be the Coaching Commons. Two of the coaches manage a student referral system; faculty or staff who have concerns about a specific student can refer that student to these coaches through an online request, and the coaches will outreach to the student, work to identify any issues, and either work with the student individually or direct the student to the appropriate support resources. The system functions as an "early-alert" style program.

MassBay's New Student Orientation, Advising, and Registration program (SOAR) presents new students with information on student services, as well as academic opportunities and expectations. Many sessions are offered during the summer months in both Wellesley Hills and Framingham. While SOAR was in effect at the time of 2015 Comprehensive Evaluation, based on an analysis of the success rates of students who attended orientation compared to those who did not, the College made attendance at a SOAR session mandatory for all new students entering degree programs. The College also continues to refine the program itself, and as of summer of 2018, all students who come through SOAR meet one-on-one with an advisor to plan their first semester at the College. An online version of SOAR was created during the pandemic in spring 2020 to meet the needs of new students entering the College in September 2020.

Inspired by the Board of Higher Education's Equity Agenda, the College implemented a number of initiatives to ensure it is a supportive place for all students. To support underserved students, the College expanded the successful Young Men of Color program by adding a Young Women of Color program; these have since been merged as the Students of Color program. The Students of Color program provides coaching and support, and sponsors academic, social, and cultural events. The College devoted two Professional Development Days during the academic year solely to the topic of racial equity. In addition, the community read the book, *So You Want to Talk about Race* by Ijeoma Oluo and engaged in book club-style discussion. MassBay students are more likely to succeed if they see themselves in the faculty and staff employed at the College; thus, increasing the diversity among the faculty and staff is a priority. More than 160 members of the faculty and staff also participated in training on promoting diversity through searches; 18 became Diversity Ambassadors through more extensive training. Search committees now include trained faculty and staff to ensure that the principles are applied to the College's hiring practices.

MassBay continues to offer its students a variety of co-curricular programming, including events, speakers, and clubs and organizations. In order to improve offerings, improve internal communication, and coordinate programming, the College created a campus-wide programming committee to collaborate and co-sponsor programs so that co-curricular efforts have a more powerful impact on students. MassBay also introduced two common hours, 1-2 pm on Mondays and Wednesdays, when classes are not scheduled, providing an opportunity for students to take advantage of programming and participate in activities without having conflicts with classes.

In addition, the College instituted a new student leadership program in the spring of 2018. The goal of the Leadership, Engagement, and Development (LEAD) Program is to inspire all students to effect positive change through self-exploration, including the positive impact they can have in a group and its community. The program's learning outcomes include developing self-confidence and self-awareness, and learning how to set goals and work as a team. Students participate in a variety of workshops and complete a civic engagement project or engage in peer mentoring. The LEAD program is offered every semester.

MassBay updates the Student Handbook at the start of each academic year. Paper copies of the Student Handbook are available in various offices and an electronic copy is published on the College's website. The Student Handbook includes important information about College resources and policies, including the grievance process.

MassBay is committed to assessing its programs and services designed to support students. In addition to administering the CSSSE every three years, the College has instituted a student satisfaction survey the results of which are used to improve service and help staff gain insights and develop new approaches. The results of the survey have shown that students are largely satisfied with the quality of service they receive.

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

In an effort to increase the number of full-time faculty, MassBay filled over 15 full-time faculty positions between 2017 and 2020 in the following areas: business, health sciences, biotechnology, math, English, criminal justice, and engineering. However, an early retirement incentive resulted in the loss of several experienced faculty members. Further, competitive labor market conditions while the economy was strong have made some of these searches challenging. The College currently employs 67 full-time faculty and 290 part-time faculty. It has several on-going faculty searches and, as discussed earlier, has made a commitment to diversity in its new hires. This commitment has been supported by a series of workshops on conducting searches and utilizing hiring processes in a manner that encourages the interest of diverse candidates.

Faculty professional development had been centralized within the College's Center for Teaching and Learning Innovation until the College reorganized in 2018. At this time, the College distributed faculty professional development across the institution. The professional development governance committee took on the review of faculty professional development grant proposals. The new process was so successful during the 2018-2019 academic year that the College was able to increase the total amount of awards from \$5,000 to \$8,000 during the 2019-2020 academic year. The College also increased the funding available for faculty to attend professional conferences.

In addition to the professional development grants, the College has provided faculty with many opportunities for professional growth and enrichment. The College organizes a semi-annual professional development day during which sessions designed especially for faculty are offered. The full-time, adjunct, and newly appointed faculty have all had opportunities to engage in new faculty learning communities. Many faculty also participate in a yearly retreat that, for the past few years, has focused on identifying and implementing academic success skills, both in a course for new students and across the curriculum.

One particular area of focus at MassBay has been developing a growth mindset. The College has devoted sessions at professional development day to the topic, facilitated by Dr. John D'Auria, whose research focuses on the ways in which the assumptions that people hold about intelligence significantly influence teaching and learning. Most recently, Dr. D'Auria conducted a workshop in January 2020 for faculty in computer science as part of an initiative to interest more women and students of color in technology fields and to better support their success.

Covid-19 had an enormous impact on teaching and learning with the rapid shift to remote learning during the middle of the spring 2020 semester. The Academic Affairs division implemented a continuity of instruction plan to help faculty convert their classes into a remote

format. Two divisions, Academic Affairs and Information Technology, partnered to offer training for faculty on a variety of web-based tools. They also offered well-attended workshops to students and staff to facilitate the transition to remote teaching and learning.

Converting lab sections to remote learning presented a unique challenge to faculty. With no access to laboratories and materials, and with only one week to prepare for the transition to remote teaching, science faculty could not implement all planned hands-on biology or anatomy and physiology laboratories in spring 2020. After transitioning to remote teaching, science faculty considered the specific goals and objectives of their respective courses. Most science courses have learning outcomes that can be assessed through either the didactic or the laboratory portions of the respective courses. They worked very hard – in a very short time – to invent ways to develop and implement alternative approaches to teaching laboratory courses. Many science and engineering instructors provided interactive virtual laboratory experiences using open educational resources or well-developed interactive virtual laboratory platforms such as Pivotinteractives.com.

To assess the transition and identify needed supports immediately following the transition, the Provost, the Vice President for Student Development and Dean of Students, and the Director of Human Resources conducted surveys of faculty, students and staff. The survey results provided timely information for College leadership and suggested several key strategies the College could implement to better serve faculty, students, and staff as they transitioned to this new way of teaching, learning, and working. The feedback from students proved particularly valuable: students reported what was most helpful was consistent and clear communication from their faculty, as well as faculty understanding that students' lives had been significantly disrupted by the pandemic, including loss of jobs and children kept at home. Students also expressed a preference for synchronous learning. This information has informed planning for the summer and fall terms.

For the summer 2020 session and the fall 2020 semester, the College gave full-time faculty the option of converting their classes to a fully online course. This involved using the College's traditional process that includes training the faculty through the established 15-hour Online Instructor Institute, offering instructional design support for completion of the course shell prior to the semester start, and reviewing the design using the Blackboard Exemplary Course Rubric. The College hired temporary part-time instructional designers to assist with the quality review in order to accommodate the much greater number of classes being converted to online.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Human Resources

The Office of Human Resources and Payroll supports the College's mission and values by designing and implementing comprehensive programs that attract, develop, and retain high quality and diverse faculty and staff. Provisions of Massachusetts General Laws, Chapter 150E, collective bargaining agreements, and non-union personnel policies govern the employment policies of the College. The Board of Higher Education negotiates all collective bargaining

agreements and personnel policies which affect state community colleges, including the collective bargaining agreements for the American Federation of State, County and Municipal Employees, Massachusetts Community College Council (for full-time faculty), and Massachusetts Teachers Association/NEA Division of Continuing Education (for part-time faculty). The personnel policies for non-union professional employees of the community colleges are adopted by the Massachusetts Board of Higher Education and applied by the college presidents to govern employment conditions.

Financial Resources

The College administration creates a yearly budget for the Board of Trustees' consideration and approval. During the budgeting process, budget managers align all new funding requests with MassBay's five-year strategic plan. Faced with declining enrollment over the past several years, the College has continuously sought opportunities to identify savings and efficiencies. The College has restructured its budget with the goal of increasing financial strength to meet the predicted continued decline in the number of high school graduates. Despite declining enrollment, MassBay has been able to allocate a substantial portion of its budget to instruction: 38% in fiscal year 2019, and 40% in fiscal years 2018 and 2017. (The decline in 2019 was due to the unexpected number of full-time faculty taking advantage of an early retirement incentive.) The reduction in tuition and fee revenue from declining enrollment has been offset by an increase in other sources of revenue, primarily from grants and state appropriations. As a result, operating revenue has increased each year for the past three years. In addition, through careful budgeting and controlled spending every year over the past four years, the College has added to its reserve, which is now at about \$17 million.

The current Vice President for Finance and Administration was appointed in 2017. He has approximately forty years of higher education experience and has been in a chief financial officer role for approximately twenty-four years. The Assistant Vice President for Finance and Administration has a Master's degree, is a certified public accountant, and has three-and-a-half years of auditing experience with a national audit firm and over ten years of experience in a finance/accounting managerial role.

The College has controls in place to mitigate risks. Proper segregation of duties exists in the roles performed by employees in the Finance Office, making it difficult for any one employee to perpetrate and conceal a fraudulent activity. Multiple individuals approve expenses before purchases are made. Final approval for expenses comes from the Procurement Department. Various financial reports, including budget-to-actual reports, are shared with the Board of Trustees on a regular basis. The College's audited financial statements for the last four years are posted on the College's website.

The College's financial statements are prepared under Governmental Accounting Standards Board standards and the MassBay Foundation (the College's 501(c)3 fundraising arm) under Financial Accounting Standards Board standards. O'Connor & Drew, P.C., audits both the College and the Foundation. The firm has been in existence since 1949 and has a significant niche in higher education with emphasis on public institutions within the State of Massachusetts. For the most recently completed audits of fiscal year 2019, no management letter was issued for

the College and Foundation audits. With respect to the Uniform Guidance audit, the College had one finding.

Information, Physical, and Technological Resources

MassBay devotes sufficient and appropriate information, physical, and technological resources to fulfill its mission.

As discussed in the section focusing on areas of emphasis, the College will soon begin construction of a new location in Framingham and expects to welcome students to its new location in the fall of 2023. Until then, it faces several challenges in its current location in Framingham, the leased Farley School. When Framingham Public Schools began construction on a new school adjacent to the Farley School in 2019, MassBay lost over 200 of 450 parking spaces. The College was able to secure off-campus parking 1.5 miles from the building and provided students with regular transportation to and from the satellite parking lot. Having granted MassBay a lease for the Farley School until 2021, the administrators of Framingham Public Schools are requiring MassBay to share the building with district offices for the period 2021 to 2023. The College and Framingham Schools are at present finalizing a plan identifying how the building will be shared.

In 2019, the College upgraded teaching and student spaces in the Ashland site. Specifically, the College renovated a computer lab, created a student lounge, and invested in a mobile laptop cart. In the previous year, the College purchased smart boards for teaching that the Ashland-based faculty piloted.

Finally, on the Wellesley Hills campus, the College renovated the Enrollment Center, consolidating the Offices of Financial Aid, Student Accounts, and Registration within one centrally located area to better serve students. The space formerly occupied by the Office of Financial Aid now houses the Coaching Commons, a new initiative bringing together a variety of programs that provide one-on-one support to students mentioned previously. With the support of a Title III grant, the College is planning to renovate an open computer lab on the Wellesley Hills Campus into a more multi-purpose student space.

The College provides library resources and services to faculty, staff, and students that include numerous electronic databases, a streaming video library, and a print collection of circulating print books and journals. MassBay is a member of Higher Education Libraries of Massachusetts Network and the Fenway Library Organization. These resources and services, along with a well-trained professional and nonprofessional staff, support the academic needs of the institution. Physical libraries are maintained at both Wellesley Hills and Framingham, while Ashland has a small collection of resources for its students. Ashland-based students typically study at the Framingham Campus library. A member of the library staff rotates to Ashland weekly to meet the needs of the Automotive Technology students.

The Office of Information Technology (OIT) takes data integrity and security very seriously. The College has made ongoing investments in this area in updated backup and recovery systems, with redundancies between Wellesley Hills and Framingham. The OIT staff drills recoveries

every quarter to keep the team's skills sharp and to verify that the institution is able to restore data in case of disaster. OIT contracts with third parties to perform regular audits in alignment with different compliance standards. These findings are shared with management and the OIT team and are then used to establish priorities for the department. OIT conducts a yearly audit of all IT related policies, with changes brought to the President's Cabinet for review and feedback.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

MassBay continues to maintain public disclosures. There have not been any significant changes pertaining to the public disclosures; all the disclosed items from the 2015 Comprehensive Evaluation and the 2017-2018 Focused Evaluation Report are still relevant and valid at the time of writing this document. Minor changes have occurred, and those changes are updated in the College's public disclosures document. An update of the MassBay website in 2018 had the potential to impact public disclosures, but during the upgrade, all relevant information was updated to new web addresses which correspond to each unique disclosure and then documented in internal documents.

MassBay continues to ensure that publications, statements, advertisements, and website content contain a clear and consistent message. The institution's catalog describes the College's mission statement and sets forth the obligations and responsibilities of both students and the institution. On its website, MassBay expresses support of the diversity of its community and takes a stance against racism and racial inequality. The website also contains information about policies and procedures relating to the covid-19 pandemic. MassBay is proud to be the home of several artists in-residence, including the Wellesley Symphony Orchestra, All About Us Performing Arts, the MassBay Players, the MetroWest Youth Symphony Orchestra, and the Newton Country Players.

The College publishes a list of its faculty, indicating departmental or program affiliation, showing degrees held and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also included. The College website maintains a current list of administrators, faculty, staff, and trustees that includes roles and contact information.

The Student Handbook is updated on an annual basis, is published on the College's website and available in multiple offices. The Student Handbook includes a comprehensive list of services available to students and institutional policies, including the grievance process.

MassBay publishes the locations and programs available at its three locations, along with a description of the programs and services available. It also publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes retention and graduation rates, as well as other measures of student success appropriate to the institutional mission (e.g., transfer rates). If applicable, recent passing rates on licensure examinations are also published.

The online College Catalog includes information on admissions and enrollment, including the transfer credit evaluation process. In addition, the College Catalog provides details about the academic programs, including course descriptions, program learning outcomes, and graduation requirements. It also documents important policies, such as the notice of Non-Discrimination, Family Educational Rights and Privacy Act, Crime Awareness and Campus Security Act, and the Policy on Sexual Harassment. The Catalog also specifies the credit hour definition and the College's grading policy.

The institution publishes information about the total cost of education and net price, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates are published to help students and prospective students make informed decisions. MassBay understands the importance of affordability for its student population and has made a concerted effort to ensure the College remains affordable and competitive with its peers through the use of financial aid and minimal tuition and fee increases. The College has utilized its technological applications to ensure students receive billing information, financial and financial aid communications, and financial aid awards in a timely manner.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

MassBay offers a high-quality education that prepares students for transfer to bachelor's degree programs or direct entry into high-demand careers. MassBay students have many opportunities to further enrich their college experience through leadership and participation in activities, student services, and internships with local businesses, healthcare facilities, civic organizations, and schools. In this section, we summarize the College's reflections on our educational effectiveness. A summary of significant developments related to assessing educational effectiveness since the 2015 Comprehensive Evaluation and the 2017-2018 Focused Evaluation Report will be presented first.

The 2015 Comprehensive Evaluation found that, while "faculty are engaged in and support the assessment process...data related to student success and achievement are not consistently available for all programs." Since this time, MassBay has taken the next steps to cultivate a culture of college-wide goal setting, monitoring, and assessment of both processes and outcomes across both the academic and the operational side of the institution. As a result, at the completion of the 2017-2018 Focused Evaluation visit, MassBay was able to provide evidence of the institution's continued progress in developing, implementing, and evaluating the effectiveness of formal assessment plans and procedures.

Since our last Comprehensive Self Study in 2015 and in response to the constructive feedback we received during the Focused Evaluation in 2017-2018, the College has nurtured a culture of assessment. As a result, we have made significant progress in assessing student learning. Part of this progress has been the College's efforts to support faculty knowledge, involvement, and ownership of programmatic assessment on a departmental level. In addition, MassBay has continued to refine our efforts at measuring educational effectiveness, with a particular focus on the assessment of our Graduation Competencies. These efforts include offering continued

professional development for faculty in assessment, encouraging faculty participation at assessment conferences, hiring faculty assessment fellows, and refining and formalizing the assessment process for two of our Graduation Competencies (critical thinking and written communication).

MassBay's faculty have benefited from multiple opportunities to participate in professional development related to assessment. For example, when the program-level student learning outcomes initiative was launched, the academic deans and the Dean for Planning and Institutional Effectiveness provided training at divisional meetings and consulted with program chairs one-on-one to support faculty as they collected data, analyzed patterns, and reflected upon programmatic and curricular changes that resulted from the assessment process. More recently, the College collaborated with Framingham State University so that MassBay faculty could participate in a series of workshops related to assignment design and artifact scoring.

Furthering our commitment to educational effectiveness, MassBay increased its annual funding dedicated to faculty participation in major regional assessment conferences. Since 2015, over ten MassBay faculty have attended the annual Advancing a Massachusetts Culture of Assessment conference. In addition, MassBay sent a team of faculty to the New England Assessment Network's summer institute in 2017. Participation in these conferences allows our faculty to keep abreast of current trends in assessment and to exchange new and innovative methods for learning assessment with their peers.

MassBay has experimented with different ways to provide leadership opportunities for faculty to engage with assessment. During the 2017-2018 academic year, the College appointed five Faculty Assessment Fellows, one from each academic division. The Fellows met on a monthly basis to discuss assessment, evaluate academic practices, review assessment design, and to discuss levels of student achievement. Fellows provided support for other faculty within their divisions as they prepared their annual program assessment reports.

The College considered appointing a College-Wide Assessment Coordinator during the 2020-2021 academic year to build on the success of other existing college-wide coordinator roles for Developmental Education Coordination and Writing Portfolio Assessment. The disadvantage of the single coordinator approach is that it places responsibility on one individual, when meaningful assessment requires true ownership at the faculty level. The Provost and Deans decided to move forward with a team approach for at least the 2020-2021 academic year, in order to support a group of faculty collecting and scoring artifacts related to the Graduation Competencies.

Assessment of Student Learning: What and How are Students Learning?

As stated in its Mission Statement, MassBay fosters educational excellence and student success, prepares students for local and global citizenship, anticipates and responds to needs of surrounding communities, and contributes to evolving regional economic development. Assessment of student learning involves the systematic collection and analysis of student work to improve student learning. Through the cycle of assessment, the College can ascertain what students are learning and identify necessary changes in curriculum, pedagogy, course

sequencing, and academic policies, among other matters, leading to subsequent re-assessment. Assessment of learning occurs at the course, program, and institution levels.

Program Learning Outcomes

MassBay facilitates student success by assessing learning in the academic programs. Assessing student learning provides evidence that students have mastered the knowledge and skills expected once they have completed their program. All academic programs have defined learning outcomes upon which the faculty have agreed. Faculty and chairs review the outcomes on an annual basis. These program outcomes are included in the College Catalog with links from the Academic page of the MassBay website (<http://www.massbay.edu/programs/>).

Mapping of Program Learning Outcomes with Courses

In 2013, a grant-funded Director of Assessment launched an initiative to map program-level outcomes with courses. These outcome maps provide documentation of the course(s) in which program-level learning outcomes are covered, and whether the content is introduced, emphasized, or reinforced. The maps are useful for faculty as they think about their assessment plans and help identify which courses are good candidates to assess learning of particular outcomes. The maps also prompt discussions about the best order in which students enroll in courses required for the major and help identify if there are any gaps in the curriculum.

Assessment of Program Learning Outcomes

Faculty assess each program learning outcome at least once every five years, on a schedule the program chair has determined. Each year, the program chair chooses one or two program outcomes to be assessed and determines the appropriate assessment methodology. The outcome must be assessed with direct evidence of student learning. The programmatic assessment may include evidence of student learning as demonstrated in presentations, papers, tests, or essays. A program can include indirect evidence of student learning (for example, reports of student confidence from a survey of students), but direct evidence of student learning is always required.

Once a method of assessment is identified, the program chair or designated faculty member gathers evidence about student learning related to that outcome, analyzes the evidence, and writes a report that includes findings about student learning and a discussion of specific changes that need to occur at the program level to address the findings. The report the following year will include a discussion of the implementation and impact of the prior years' changes. (Please see Appendix G for the Assessment Report Template.)

Summary of Findings from Program-Level Assessment Reports

This section summarizes selected findings from the program learning outcomes reports that department chairs have submitted. The Series E form in Appendix D includes a complete summary of findings from the Program Assessment Reports.

Automotive Technology

Assessment in the Automotive Technology division is characterized by the review of a wide variety of student work including coursework, hands-on exercises, knowledge assessments, class presentations, and exams. The primary objective is for the student to pass the accredited exams upon course completion, as satisfactory completion of industry-recognized examinations is required for working in the field. This year's assessment recommendations focused on implementing improvements in concept mastery and refining the attendance policy.

Business

Assessment of learning in Business programs benefits from the detailed study and analysis of a variety of case studies. For example, in 2018-2019, the International Business program identified the need for students to have more practice using key concepts related to policies to remedy unemployment and inflation. Faculty plan to integrate more current policy discussions into the curriculum. In addition, through the assessment process, faculty recognized that the curriculum placed too much emphasis on the United States and Massachusetts economies. Faculty plan to add an "adopt a country" assignment that will provide students with the opportunity to master a more global perspective about remedies for unemployment and inflation.

Computer Science

In its most recent program assessment report, Computer Science faculty focused on learning outcomes related to computer networking concepts. To assess student learning of these important concepts, faculty collected exams, laboratory reports, simulation exercises, and assignments from two sections of an advanced Computer Networks class, a required course for all of the Computer Science Associate Degree programs. Faculty observed a high correlation between mastery of course concepts and attendance and submission of required assignments. Faculty concluded that some students do not understand the work required to succeed in a hybrid class that requires active engagement. In response, faculty have proposed a survey to assess students' level of experience with online/hybrid classes as well as their access to technology outside of the classroom. Survey results will help faculty attend to students who may lack the skills and resources required to succeed in a hybrid course.

Early Childhood Education

Early Childhood Education faculty assess learning through portfolio review. In their most recent assessment report, faculty observed that students required more practice writing objective observations. Faculty have started emphasizing observing and recording skills in multiple classes to provide additional reinforcement for this critical skill.

Engineering

The Engineering programs rely on course assignments that include concrete examples, situations, and projects, through which a student endeavors to solve a specific engineering problem; the results of these assignments become the focus of the department for their assessment activities.

Faculty recognize that while the discipline is intrinsically practice-focused, further work is required to prepare students for the dynamic, ever-changing skills that workplaces require. Faculty plan to achieve this goal by adding more hands-on labs and practical examples in homework, as well as introducing advanced technological software packages. The progression through the major is critically important to student success. Students must keep pace with the curriculum throughout their entire tenure at the College to be successful. Because of the need to stack the requisite skills within the program, a coding requirement will be added in the freshman year, and more prerequisite training will be required for the advanced classes.

Liberal Arts: English

In their most recent program-level assessment report, English faculty focused on students' ability to generate ideas for original texts and advance them through the drafting, revision, and editing processes in order to produce polished final drafts. The Chair of the English Department conducted a survey of faculty to ascertain the variation in instruction and expectations for production and process-based writing. The Chair conducted a voluntary survey of instructors teaching developmental, 100-level, and 200-level courses. Results of the survey revealed a rich diversity of curriculum and means for assessing and responding to student writing, but also a lack of consistency and coherence. The Chair recommended a variety of actions to remedy this problem, including further development of the Department's Blackboard page, careful review of instructor materials, and continued expansion of the portfolio review process for EN 101 and EN 102, Freshman English I and II.

Liberal Arts: Psychology/Sociology

The most recent learning outcomes report for Liberal Arts: Psychology/Sociology focused on evidence of student learning of competing theories of human behavior and social issues. The program faculty has made steady progress in improving their assessment process. For example, prior years' reports had included the analysis of artifacts from psychology courses while, in this most recent year, artifacts from sociology courses were also included. Therefore, results better represent the learning across both disciplines in the program.

Evaluating MassBay's Program Level Assessment of Student Learning

The subcommittee that reviewed MassBay's adherence to Standards 4, 6, and 8 reviewed the Program Assessment Reports and deliberated on the quality, scope, and impact of the reports. In their review of the program assessment reports, the team observed that faculty have employed a variety of methods to assess student learning, including direct and indirect assessment of learning, and quantitative and qualitative sources of evidence. Some areas, such as the English Department's use of portfolio assessment, have a more robust assessment process than others, and evaluate student learning through a well-developed rubric with multiple reviewers for each artifact. Another department used a pre-test/post-test design, so that the faculty could measure change in student learning between the start and end of the course. Some programs are making good use of the program-level findings to make changes to their curriculum, course sequencing, and/or program requirements, while others struggle to make good use of the findings from their reports. The program-level reviews rely on varying numbers of student work, and this is another

area in which there is room for improvement. Because some programs include artifacts from a small handful of sections, it is not clear how representative the students in those sections are of all students enrolled across all sections. Participation in assessment among part-time faculty has increased. However, the College will need to redirect resources from other priorities to achieve greater participation among part-time faculty.

MassBay Graduation Competencies

In addition to program-level learning outcomes, MassBay has defined Graduation Competencies for students in associate degree programs. These Graduation Competencies relate to the core general education requirements of the College, which aim to provide students with a broad base of knowledge critical to the development of an effective citizen. The Graduation Competencies include:

- 1) Written and oral communication
- 2) Quantitative skills
- 3) Technological/computer/information science facility
- 4) Knowledge about the natural world
- 5) Knowledge about diverse cultures
- 6) Critical thinking and informed decision-making
- 7) Personal, social, and civic responsibility

A complete description of these competencies is available on the MassBay website: (<http://www.massbay.edu/Academics/Graduation-Competencies.aspx>).

MassBay has made the most progress in the assessment of two of the graduation competences: critical thinking and informed decision-making, and written and oral communication.

Critical Thinking and Informed Decision-Making

Prior to the 2019-2020 academic year, MassBay's efforts to assess the Graduation Competency related to critical thinking had been implemented through course-level assessment in a required course for nearly all associate degree programs: CT 100 Introduction to Critical Thinking. The focus of this course is developing evidence-based critical thinking and logical reasoning. An assessment at the start of the term establishes a baseline measure of students' critical thinking skills. At the end of the term, students prepare a capstone essay in which they explain, persuade and argue both sides of a particular issue, and argue for an outcome based on the evidence collected.

Analysis of the essays in this course yielded informative insights about how students' critical thinking skills develop from beginning to end of their enrollment in this particular course. As we reflected on the College's assessment efforts, the timing of this assessment within a student's education at MassBay emerged as a concern. Students typically enroll in CT 100 during their first year. By embedding assessment of critical thinking skills in this particular course, the College did not gain a complete understanding of how students' critical thinking skills evolve as students engaged more deeply within their academic major. The faculty contemplated how to improve assessment of critical thinking as a Graduation Competency and concluded it was

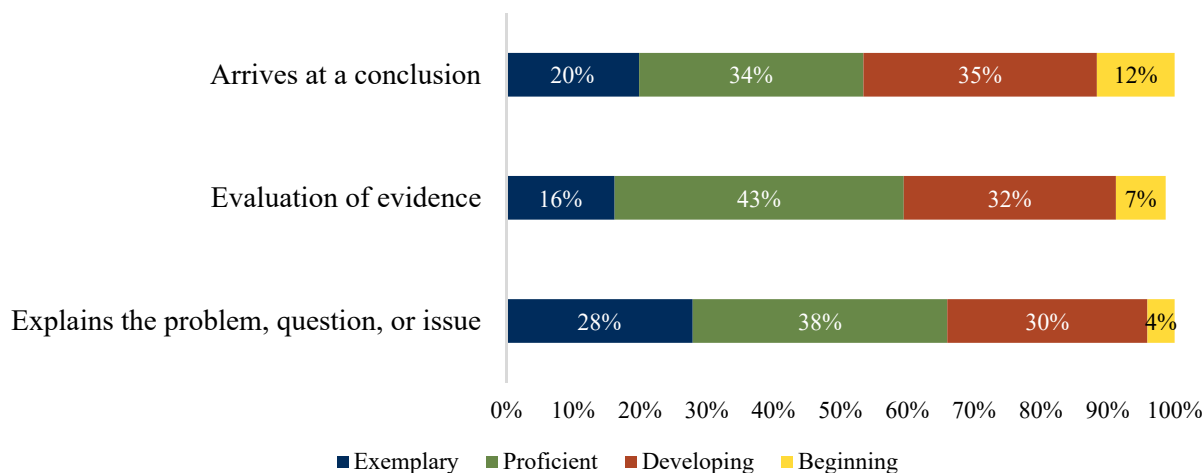
important to broaden the range of courses included in the assessment, so that MassBay could ascertain students' critical thinking skills in upper-level classes across a variety of disciplines. Another weakness of our existing approach was that faculty each scored their own students' artifacts. A more ideal assessment method would follow the practice of the successful Writing Portfolio Assessment program (described in greater detail below) and assign two blind reviewers to each artifact.

During the spring 2020 semester, the faculty piloted an initiative to refine the assessment of critical thinking, applying what we have learned from our prior assessment efforts. Four faculty from multiple divisions across the college (Business, Criminal Justice, Humanities, and Nursing) worked with Framingham State University faculty and their Director of Assessment during a two-evening Assignment Design workshop. This workshop provided faculty with an opportunity to think about how to modify an existing assignment so that it can be used to assess the critical thinking Graduation Competency. Faculty were also compensated to participate in the workshop with the understanding that they would submit artifacts at the end of the spring term.

In June, six additional faculty participated in a norming and scoring session to score these artifacts. The Critical Thinking Initiative Scoring Team included three full-time and three part-time faculty from multiple disciplines (Business, Criminal Justice, Hospitality Management, Humanities, and STEM). The team attended a full-day session with Framingham State University faculty during which they reviewed the rubric and scored several sample artifacts so that they could come to a shared understanding of how to interpret and apply the rubric. For this inaugural year of the assessment of critical thinking, the team used Framingham State University's critical thinking rubric. This rubric provides a framework for assessing three components of critical thinking: *a) explaining the problem, question, or issue; b) evaluation of evidence; c) arrives at a conclusion*. For each component, faculty assigned a score ranging from one ("beginning") to four ("exemplary") based on their assessment of the evidence contained within the student work. Three faculty members reviewed and scored each artifact.

After the team completed their review and scoring of the assignments, they met to discuss their observations about the process, review the scores, and to make recommendations for moving forward. The results of the assessment suggest that students have a more advanced understanding of *how to explain a problem* in comparison to their ability to *evaluate evidence* and *arrive at a conclusion*. On the component related to *explaining the problem question, or issue*, over a quarter (28%) of the artifacts were scored at the "exemplary" level and 38% were scored at the "proficient" level. In comparison, for the component related to *evaluation of evidence*, 16% were scored at the "exemplary" level and 43% at the "proficient" level, while nearly one-third (31%) were scored at the "developing" level. *Arrives at a conclusion* emerged as the component with the highest percentage of artifacts scored at the "beginning" (12%) or "developing" (35%) level.

Figure 4. Critical Thinking Assessment Initiative: 2020



The team suggested many improvements for the process of assessing critical thinking at the College. First, they reflected upon the value of talking about the rubric as a group. The process of coming to an agreed-upon definition of critical thinking laid the foundation for their evaluation of students’ work. The group understood why the College made the decision to borrow Framingham State University’s rubric for this inaugural year, and the group articulated the hope and intention that MassBay faculty will have the opportunity to tailor the rubric based on their own point of view in future years.

The team discussed the importance and the challenge of incorporating assignments from a diverse range of areas. Having evidence of critical thinking across the breadth of the curriculum is essential, though it can be challenging for faculty to review artifacts from outside their own disciplines. The group discussed the need to understand the “habits of mind” that epitomize critical thinking within each discipline. Without that knowledge, assessing students’ work can be challenging. For example, reviewers from the Humanities reported they struggled to evaluate the conclusions in the Nursing students’ assignments without having to do a lot of research on their own to validate conclusions. The team suggests that faculty review work completed in subjects within their respective academic divisions.

The group had questions about the appropriateness of some assignments. For example, some artifacts were from oral presentations. While the group valued the learning that oral presentations provide, and they had no doubt that the assignment provided students with the opportunity to apply critical thinking skills, the evidence contained within the submitted artifacts (presented in a PowerPoint) was sometimes insufficient to assess student learning. If oral presentations are used in the future, the team suggests that faculty also require students to submit a written reflection to supplement the presentation materials.

Finally, the team provided suggestions on ways to improve the efficiency of the process. For example, next year, the training will include two examples of student work that are agreed to be “exemplary” and two examples which are agreed to be “beginning” in an effort to clearly establish benchmarks for these ratings during the norming process.

We anticipate that this current team of ten faculty will continue to work on the assessment of the critical thinking Graduation Competency. Specifically, the team will expand the range of classes included in the solicitation for artifacts and revise the rubric.

Written Communication

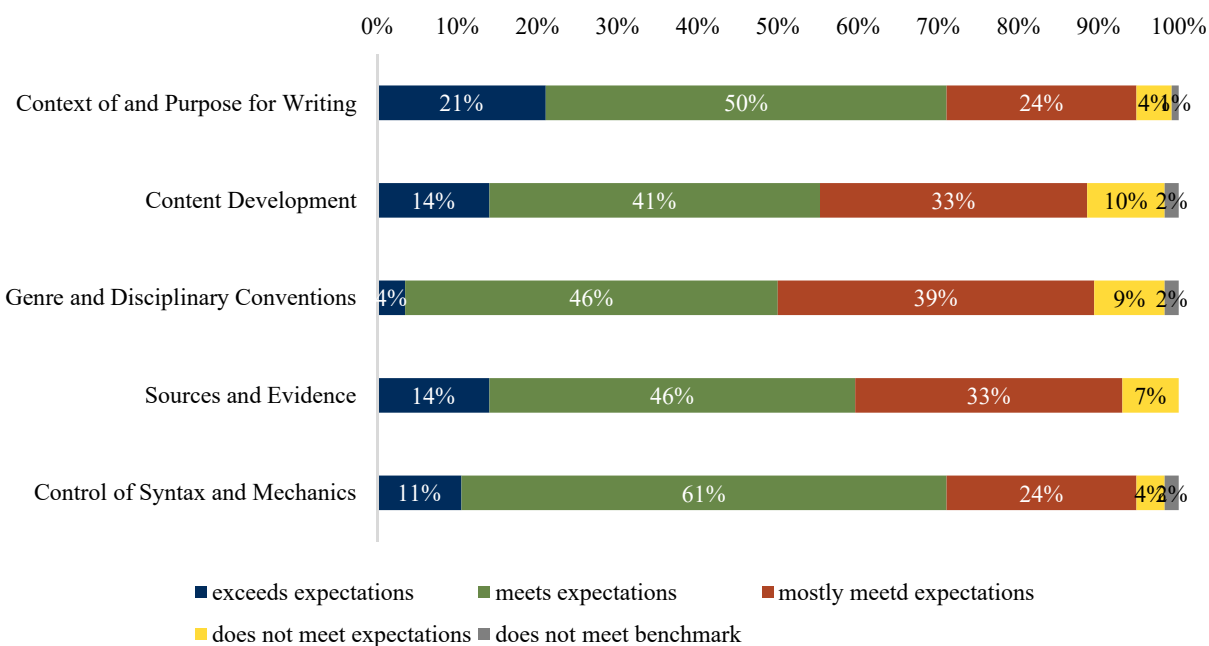
The second Graduation Competency that has been the focus of our most recent attention is the competency related to written communication. All associate degree programs require completion of EN 101 and EN 102, Freshman English I and II. In order to assess the written communication Graduation Competency, a team of two full-time faculty, three part-time faculty, and one full-time learning specialist reviewed a random selection of 48 student artifacts from EN 102 Freshman English II (an assignment that asks students to use sources to support an argument).

The project coordinators assembled a norming packet of five student essays that members scored in advance of norming using the AAC&U Written Communication VALUE rubric. During norming, the team discussed the operative elements of the rubric components (Context of and Purpose for Writing; Content Development; Genre and Disciplinary Conventions; Sources and Evidence; and Control of Syntax and Mechanics), debated, and scored several essays together to confirm that raters were normed to the best of their ability.

Essays were submitted and scored blindly (no information was provided about the student, instructor, section, etc.) and readers' scores were obscured in the live Google Spreadsheet to prevent readers from being influenced by previous scores. Overall score was determined not by averaging the five component scores, but holistically based on the five component scores. A portfolio that received two matching overall scores was considered complete, while some artifacts required three to four reads. When compiling scores for rubric components, all scores were included when more than two readers were needed to determine a final score.

Results from the assessment of written communication suggest that the majority of students meet or exceed the expectations. Control of syntax and mechanics is the area where the most students meet (61%) or exceed (11%) the expectations, while genre and disciplinary conventions emerged as the area where more students did not meet expectations (46% met and 4% exceeded expectations, while 39% mostly met and 9% did not meet expectations). Results of the assessment will be shared with all English faculty to inform curriculum planning.

Figure 5. Written Communication Assessment Initiative: 2020



Assessment of Remaining Graduation Competencies

MassBay plans to systematically evaluate the remaining Graduation Competencies using a similar team-based approach used in the assessment of written communication and critical thinking. While much work remains to assess the other Graduation Competencies, the team approach is building a cadre of faculty who are learning about and engaged in assessment. We are finding this to be more successful than other methods attempted in the past, such as the Assessment Fellows, which concentrated the work of assessment into the hands of one or two individuals. Building broad participation in assessment is critical, and we are increasing the effectiveness of the initiative by including more faculty in this work.

In addition to team-based collection and scoring of student work, another way in which the College will assess the Graduation Competency related to personal, civic, and social responsibility is through analysis of information that the National Study of Learning, Voting, and Engagement has provided. MassBay will begin participating in this project in 2020 and will receive a report about our alumni’s voting behavior. While not direct evidence of student learning, it is a measure of participation in civic life, which is an important behavioral component of that Graduation Competency. We look forward to reporting on what we have learned from this evidence during our 2025 Comprehensive Evaluation.

What do Students Gain as a Result of their Education at MassBay?

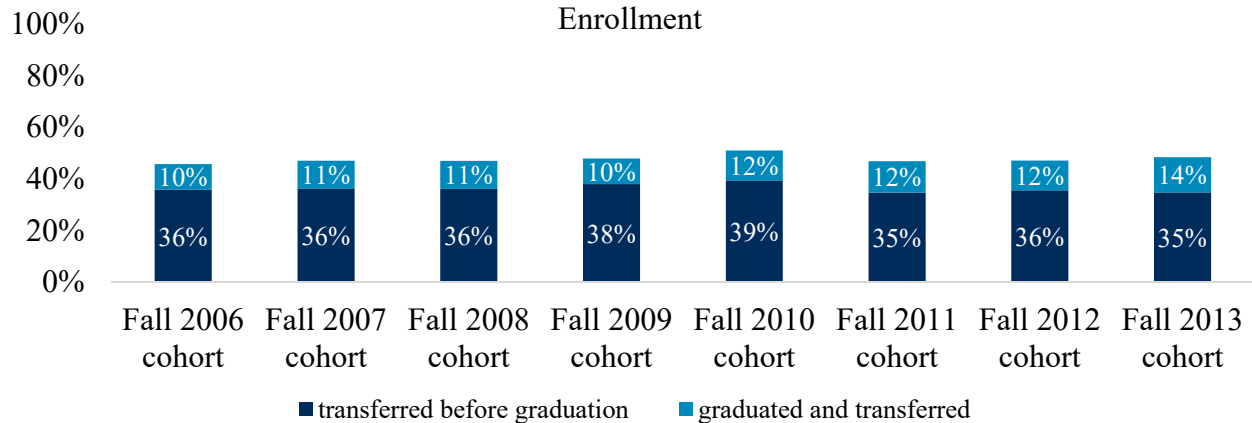
In addition to evaluating the evidence about what students have learned through assessment of student learning, understanding what students accomplish when they leave MassBay is an important way to ascertain what they gain as a result of their education at MassBay. For students who seek to continue their education at a four-year college or university, the Office of Academic and Transfer Advising provides information and resources to assist students in identifying transfer institutions and assists in the application process. The Office of Career, Internships, and Mentoring assists students seeking employment to secure a job in their field. Staff of that office engage with students, alumni, and corporate partners to help students achieve post-graduation placements. They assist with resume writing, interviewing, internships, online presence, mentoring, and career events. MassBay has multiple sources of information about our students after they leave MassBay, including transfer data collected from the National Student Clearinghouse, a survey of alumni conducted nine to twelve months after they graduate, and licensure pass rates when relevant.

Transfer Outcomes

As a community college, MassBay views transfer to a four-year college or university as academic success. Many students begin their studies at MassBay and then transfer to another college or university, some after they complete their associate degree or certificate and others before they complete the requirements for their program.

Like many community colleges, MassBay has moved to using success metrics that include a larger portion of our students than the traditional Integrated Postsecondary Education Data System (IPEDS) measures which limit their focus to the first-time, full-time degree seeking cohort. One such metric, the Voluntary Framework of Accountability (VFA), extends the timeframe to achieve a successful outcome to six years, and includes both full- and part-time students, first-time and transfer students, and also non-degree students if they earned more than twelve credits by the end of their second term. When transfer rate is calculated using this definition, roughly half of MassBay students transfer to another institution within six years of enrollment at MassBay; this pattern has been consistent for the past eight starting cohorts. The knowledge, skills, and credentials students achieve during their time at MassBay in order to successfully transfer to another institution is an important reflection of what MassBay students gain as a result of their education at MassBay.

Figure 6. Percentage of New Students who Transferred within Six Years of Enrollment



Alumni Surveys: Post-Graduate Outcomes

MassBay conducts an annual survey of graduates to determine what they are doing one year after they graduate from MassBay. While response rates to this survey tend to be low, the survey results nonetheless suggest that students successfully secure employment in their field, and in general, they respond affirmatively when asked if MassBay prepared them for their careers. The College’s Office of Institutional Research administers the email survey nine months after students graduate. Despite multiple reminders and increasing the incentives offered, the response rate to this survey remained lower than desired for many years, with a response rate ranging from 23% to 28%. With grant funding, the College was able to hire dedicated staff to follow-up by telephone with alumni, and as a result, the response rate for the class of 2018 survey increased to 41%, giving us greater confidence in the data collected. In addition, we were also reassured about the data collected in earlier years with a less-than-desirable response rate, as the placement rates have remained consistent across the years.

The survey asks questions about what alumni are currently doing (vocational, military, or educational enrollment status) and asks alumni to evaluate their experience at the College. Among students who graduated in 2018, nearly all survey respondents reported a positive post-MassBay destination. Overall, 92% of graduates reported that they were currently employed, currently attending college, or both. Over a quarter (27%) reported they were attending school, 38% reported they were employed, an additional 27% reported they were both working and attending school, one student (0.4%) reported serving in the military, and 4% reported they were not in the workforce. Few respondents (3%) reported they were unemployed. Of those who were working (and not also attending school), over two-thirds (67%) reported they were working in a position related to their field of study at MassBay.

This survey is particularly helpful in measuring whether students’ college coursework consistently prepares them for transfer and/or the modern-day workplace. Of the 2018 graduates, 96% of those responding reported that MassBay’s preparation for their education at their transfer institution was “excellent” (68%) or “good” (28%). Among alumni who were

working in a job related to their field of study at MassBay, 97% either strongly agreed (65%) or agreed (32%) that the classes they took at MassBay contributed to their ability to perform their job, and 96% either strongly agreed (61%) or agreed (35%) that they apply the knowledge they learned at MassBay on a regular basis. Nearly all (93%) of alumni reported being satisfied with their experience at MassBay (65% very satisfied and 28% satisfied). In addition, 93% percent of alumni would recommend MassBay Community College to a friend or family member considering college.

Licensure

Many of MassBay’s programs lead to licensure, and our passage rate on these exams is impressive. The following table lists our disciplines and certificates the lead to licensure, along with historical passage rate.

Figure 7. Licensure Examination Pass Rates

Program	2014	2015	2016	2017	2018
Associate Degree in Nursing - RN	75%	88%	89%	100%	100%
Emergency Medical Technician (EMT)	--	65%	60%	66%	
Paramedicine	93%	--	93%	100%	
Practical Nursing – LPN	92%	88%	89%	100%	100%
Phlebotomy	90%	100%	100%	100%	
Radiologic Technology	90%	88%	84%	80%	75%
Surgical Technology	66%	44%	53%	54%	83%

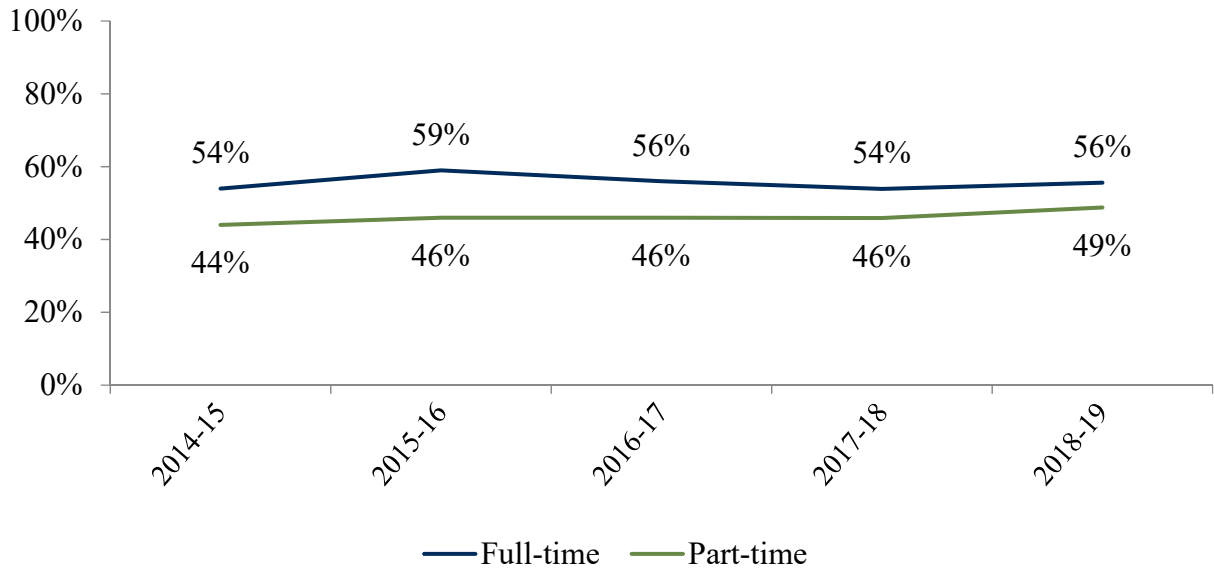
Measures of Student Success

In this section, we present a variety of measures of student success, including retention, graduation rate, and a six-year student success rate. The Board of Trustees and the Cabinet receive this information regularly through the College’s Institutional Dashboard, which is available on MassBay’s website (described in greater detail earlier in the report in the section on Standard 2: Planning and Evaluation).

Retention

The College’s fall-to-fall retention rate among first-time, full-time students has been between 54% and 59% for the last five years, with the current rate of 56%. Retention of first-time, part-time students has increased from 44% among the fall 2014 cohort to 49% among the fall 2018 cohort.

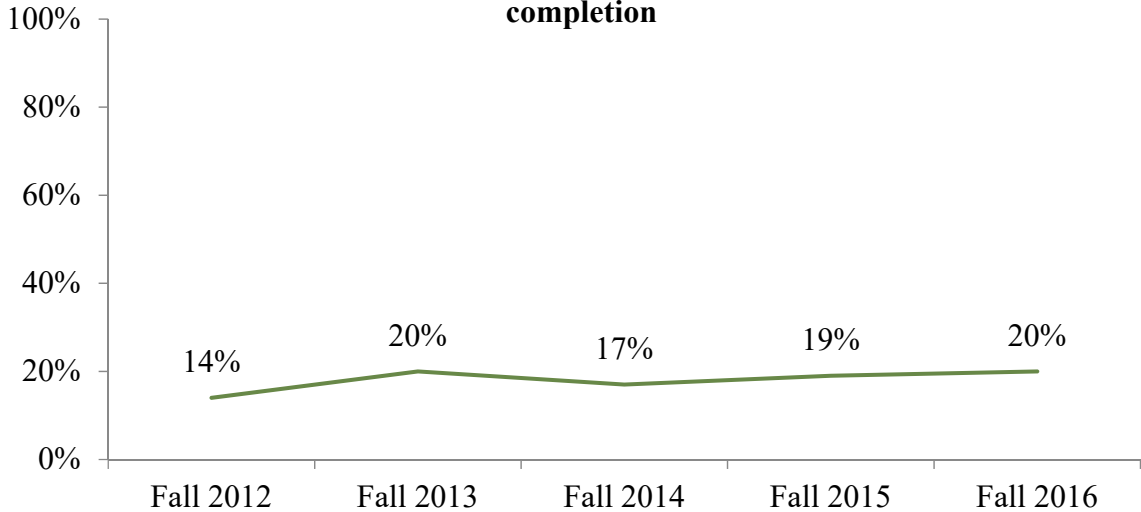
**Figure 8. Fall-to-Fall Retention Rate:
First-time Degree and Certificate Seeking Students**



Graduation Rate

MassBay’s graduation rate is currently at 20%, matching the high for the last five years.

Figure 9. Graduation Rate: First-time, Full-time Degree/Certificate Seeking Students who Graduated within 150% 'normal' time to completion

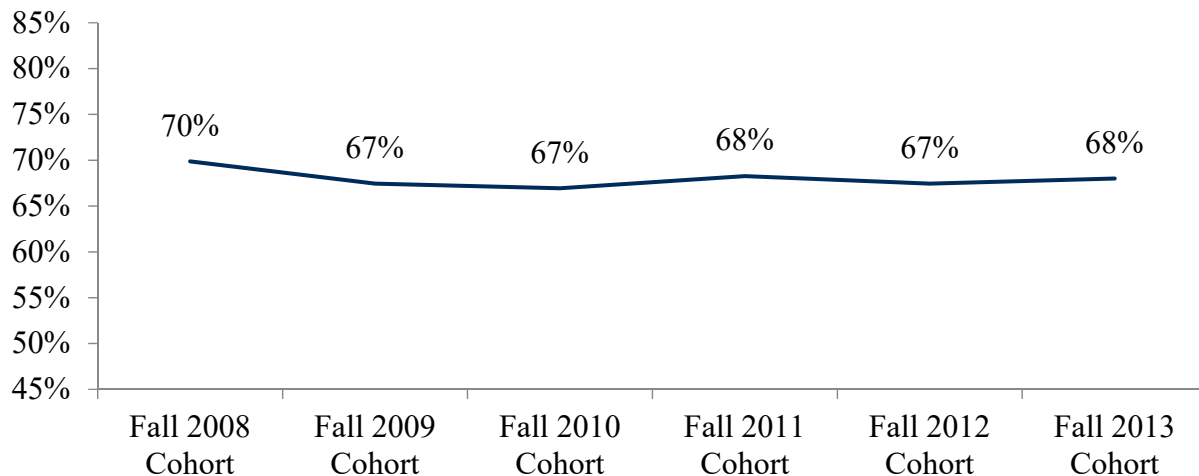


Six-Year Student Success Rate

The six-year student success metric defined by the Voluntary Framework of Accountability (VFA) provides a more comprehensive way of looking at student success that is better aligned with the mission of community colleges than the traditional IPEDS 150% graduation rate. As noted earlier, the VFA measure includes both full- and part-time students, in recognition of the fact that many students, especially those attending community colleges, do so on a part-time basis. (In fact, at MassBay, the majority of students attend part-time.) Part-time students take longer to complete their degrees, and the VFA measure acknowledges that by looking for a successful outcome within six years instead of three years, the time period for the IPEDS graduation rate. Importantly, the VFA method recognizes that many students never intended to earn an associate degree and counts as success those who transfer within six years. In these ways, the VFA measure of student success considers the variety of intentions of our students in ways that are not adequately captured in traditional student success measures (i.e., those that are limited to first-time, full-time degree-seeking students, and limit the time to completion to three years, and do not count transfer as a successful outcome).

As illustrated in the graph below, over two-thirds of MassBay students achieve a successful outcome within six years. This rate has hovered between 67% and 70% for the past six cohorts and stands at 68% for the most recent cohort (i.e., students who started at MassBay in 2013).

**Figure 10. Six-Year Comprehensive Student Success Rate
(Voluntary Framework of Accountability)**



Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes

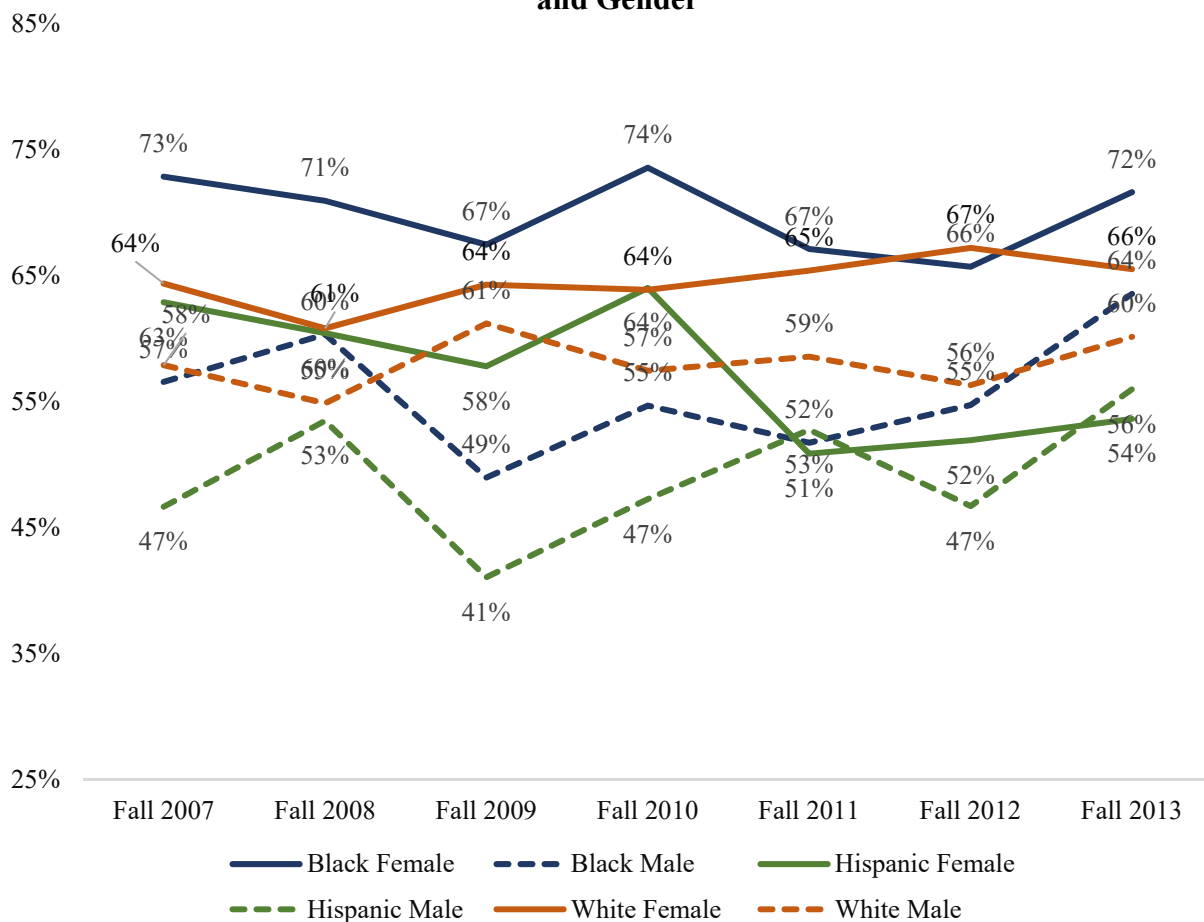
Equity Agenda

In December of 2018, the Massachusetts Board of Higher Education (BHE) adopted a vision statement to guide the statewide strategic plan for higher education in the Commonwealth of

Massachusetts. Statewide, Black/African American and Latinx students do not have the same educational attainment rates as their white peers. In this statement, the BHE declared that the top statewide priority for public higher education was closing achieving gaps in enrollment, attainment, and long-term success.

After that declaration, the President convened an Equity Agenda working group comprised of Dr. Elizabeth Blumberg (Vice President for Student Development and Dean of Students), Dr. Lynn Hunter (Provost), Nina Keery (Dean of Humanities and Social Sciences), Lisa MacDonald (Director of Equity Compliance), Dr. Lynn Moore (Chief Diversity Officer), and Samaria Stallings (Executive Director of Human Resources), and himself. The working group examined achievement gaps among MassBay’s students and observed a slightly different pattern in comparison to the statewide trends. When success is measured as graduating, transferring, or remaining enrolled six years after starting at MassBay, and full-time and part-time students are included, African American females achieve a successful outcome at higher rates than their peers. At MassBay, Latinx students (both male and female) achieve a successful outcome at lower rates than their white and Black/African American peers.

Figure 11. Six-Year Achievement Rates by Cohort by Race/Ethnicity and Gender



The working group developed a three-pronged approach to promote equity at the College: in the classroom, among colleagues, and within the community. The College's semi-annual Professional Development Day for all faculty and staff, noted earlier, was devoted in fall 2019 and spring 2020 exclusively to workshops and discussions about closing achievement gaps and promoting a more inclusive environment on campus. Experts from outside MassBay facilitated these sessions and helped the faculty and staff develop a series of action steps.

To increase diversity among faculty and staff, MassBay held a series of workshops to train a team of Diversity Ambassadors who will sit on search committees to ensure that searches have a diversity focus and are fair and equitable. The College's Office of Human Resources also held trainings on inclusive search processes as a requirement for any employee to serve on search committees.

The President's Cabinet functioned as a reading club to promote deeper understanding of institutional and systemic racism. The members of the Cabinet read *Between the World and Me* by Ta-Nehisi Coates and *So You Want to Talk About Race* by Ijeoma Oluo, followed by several group discussions on the books and their implications for the College. Copies of *So You Want to Talk About Race* were subsequently distributed to all faculty and staff at the College, and a series of book discussions was held for members of the community. An event at which Ijeoma Oluo was to speak to students, faculty, and staff was postponed due to the pandemic.

The College will continue its focus on race and equity. Recently, several groups have been formed at the College and charged with additional priorities. For instance, a committee that includes faculty and administrators has been tasked with reviewing policies and processes for institutional racism and will work with campus offices to make recommendations for changes.

Completion of College-Level Math

Over 60% of incoming MassBay students place into developmental math. When students must enroll in developmental courses, they are less likely to complete their degrees or will take longer to do so. During the 2018-2019 academic year, the College received a Performance Incentive Fund grant from the Massachusetts Department of Higher Education to increase student success in math. The efforts resulting from the grant included:

1. Full implementation of a waiver policy whereby students with a 2.7 high school GPA within the last three years can enter directly into college-level math;
2. Review and revision of MassBay's four math pathways to ensure students are taking the math pathway appropriate to their major;
3. Implementation of new co-requisite courses, so that students can complete their developmental math at the same time as they are enrolled in a college-level math class;
4. Supporting the Achieve in Math (AIM) program, a three-week intensive summer program for students who place into developmental math; and,
5. Training faculty and staff to advise students on the various math programs and classes at the College.

Preliminary analyses suggest that these efforts are having a positive impact. The graph below shows the percentage of first-time associate degree students who completed college-level math within their first term. For the cohorts prior to fall 2018, before these initiatives were launched, between 11% and 17% of students complete college-level math within their first term. For the fall 2018 and fall 2019, roughly one-quarter of our students completed college-level math within their first term. When this time period extends to three semesters, 37% of the fall 2018 cohort completed college-level math, compared to only 21% of the fall 2014 cohort. We will continue to develop our math initiatives to further increase students' success in this important outcome.

Figure 12. Percent of first-time associate degree students who completed college-level math within their first term

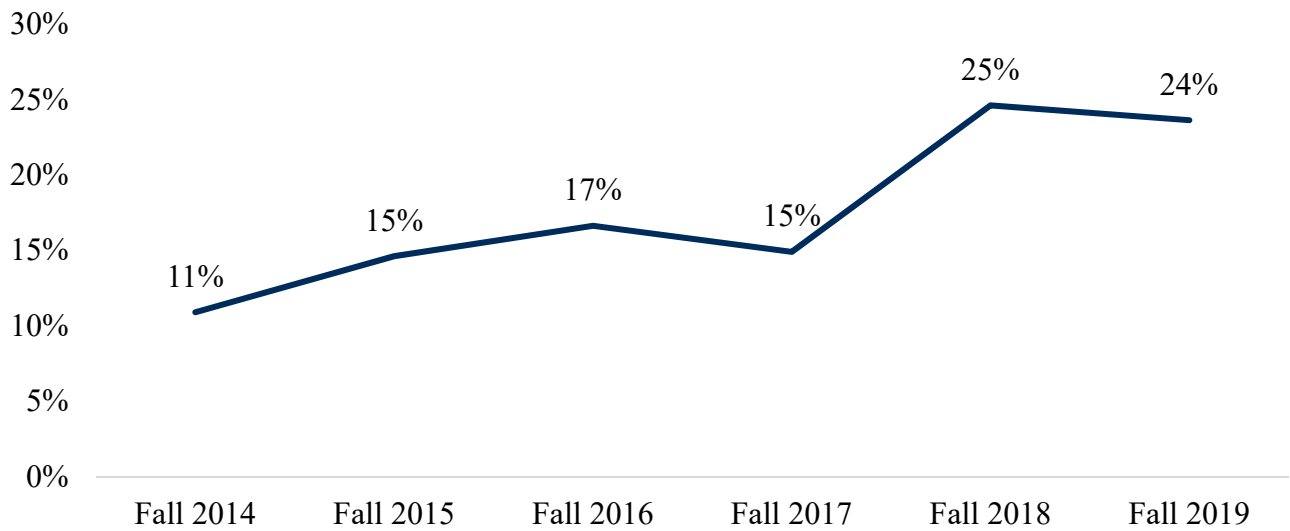
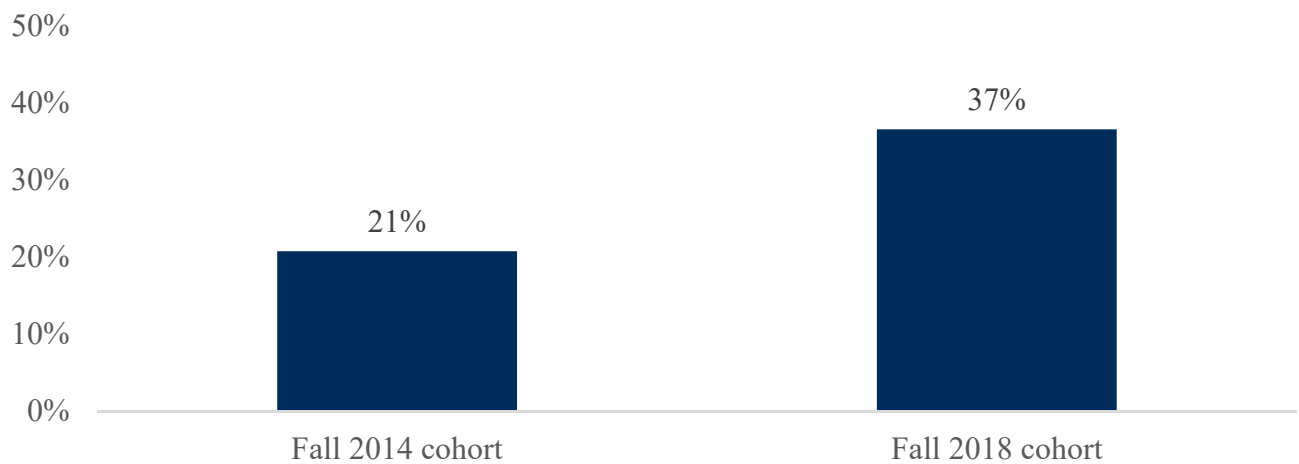
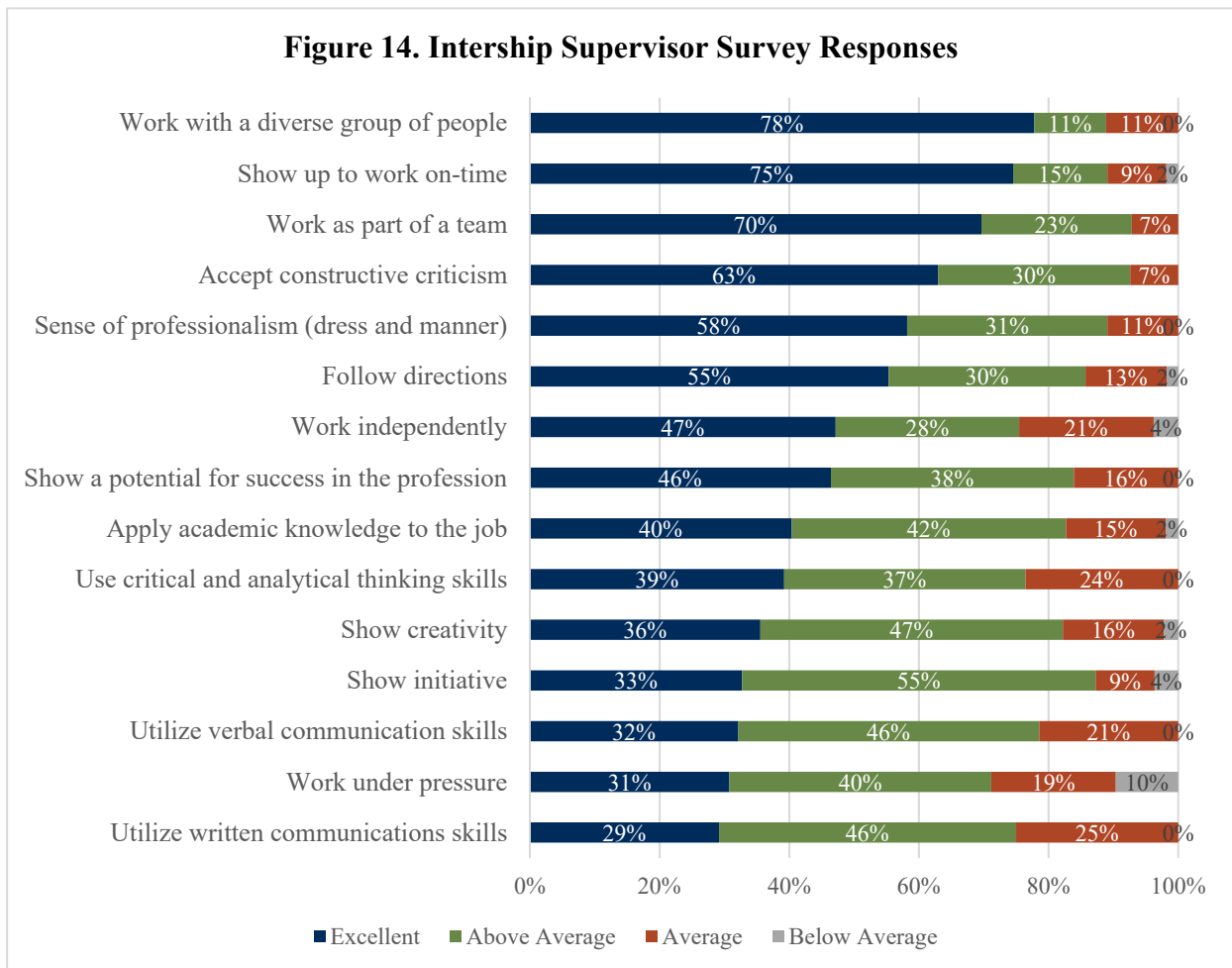


Figure 13. Percent of cohort that completed college-level math by end of following fall term



Intern Supervisor Surveys: Workplace Perspectives

Many MassBay students participate in internships with business and non-profit organizations. When students complete an internship, their supervisors complete a survey. These surveys capture readiness for the workplace, particularly softer skills such as communication and intrapersonal skills. Results from the surveys suggest that internship supervisors perceive students to have greater competence in the areas of working with a diverse group of people, showing up to work on time, and working as part of a team. Areas in which internship supervisors offered less favorable feedback related to written communication skills. Results of the survey have been used for decisions regarding mentoring, assessment of skills, retained knowledge, and preparedness for the workplace.



Appraisal and Projections

During the past five years, MassBay made important progress in the assessment of educational effectiveness. The College advanced its capacity to assess educational effectiveness by implementing an annual system of program-level effectiveness. In addition, it has refined a

team-based model to assess Graduation Competencies and applied that model to two of the seven competencies. At the same time, the College has identified important areas of focus for the next five years so that it can continue to improve its ability to assess educational effectiveness.

Faculty at MassBay have made considerable progress in their assessment of student learning since 2015. The assessment of program-level learning outcomes occurs on an annual basis, and faculty use the results of these assessments to plan curricular and programmatic changes. Expanding our assessment of Graduation Competencies to include all seven is planned for the coming years. The current approach described previously is showing great promise and we look forward to extending it. In particular, the work to assess critical thinking in multiple disciplines not only improved the College's understanding of our students' critical thinking skills but, in addition, has provided a model of how to implement a multi-disciplinary team approach, which the College will refine and apply to assess the other Graduation Competencies. Settling on a team-based approach ensures the participation of faculty across multiple divisions and facilitates the involvement of part-time faculty, something that is essential if the College's assessment efforts are to be successful.

By many measures, students leave MassBay poised for success. MassBay's transfer rate has hovered between 47% and 51% for the past five cohorts. Nearly all of the alumni who respond to our alumni survey report they are either in school or working (or both). Nearly all alumni also report that MassBay prepared them for their job or their continued education. Finally, MassBay's Health Science students, especially our Nursing graduates, perform extremely well on licensure examinations. The licensure pass rate for Surgical Technology dramatically improved after a few years of a decline in the percentage of students who passed the licensure exam.

The College is heartened by the success of initiatives such as the implementation of new co-requisite math classes, facilitating completion of college-level math within the first year, increases the likelihood that a student will graduate. However, it is critical that the benefits of these initiatives are available to all of our students. The difference in success rates between groups of students, especially among our Latinx and Black/African American students, demands urgent action.

INSTITUTIONAL PLANS

During the strategic planning process in the 2017-2018 academic year, MassBay identified five strategic directions to orient the College through 2022: (1) improve student outcomes, (2) increase college participation, (3) strengthen workforce partnerships, (4) enhance professional growth of faculty and staff, and (5) optimize resources. As the College plans for the next few years, we are mindful of the goals articulated in our strategic plan, which will continue to orient our focus. The covid-19 pandemic required swift adjustment in the spring and summer of 2020 and impacted short-term institutional plans, although it did not prevent us from continuously pursuing our strategic goals. In this section, we discuss the continued implementation of our strategic plan within a context dramatically altered by covid-19.

Improve Student Outcomes

To improve student outcomes, MassBay has leveraged a Title III grant to develop and enhance a guided pathways model, a first-semester seminar, and co-requisite English and Math offerings so that students can enroll in college-level classes as early as possible. Over the next three years, the College will continue to expand these efforts, with specific focus on ensuring students are advised into the appropriate math course for their major. In addition, it will continue to provide professional development opportunities for the Math and English faculty as they scale up the number of sections offered of these courses. The College will continue its implementation of the guided pathways model, expanding the Academy-based First-Year Seminar. The College will also continue its work to close achievement gaps to ensure that all students achieve their academic goals.

Shifting to remote learning in the middle of the spring 2020 term presented unique challenges and opportunities to faculty, staff, and students. The Academic Standards Committee within College governance approved a one-semester pass/fail option for spring 2020. In addition, the College extended the withdrawal deadline, giving students two additional weeks to adjust to remote learning before having to decide if they wanted to withdraw from a course. The College monitored withdrawals on a daily basis during the remaining weeks of the term. An analysis of the spring 2020 course outcome data provided important lessons for the summer and fall terms. More students received incompletes in the spring 2020 term compared to prior terms, and African American and Latinx students were more likely to take an Incomplete than they had in the past.

Access to technology was one of the first concerns faculty and staff expressed when the College began planning for the change to remote learning. The College ordered 350 Chromebooks to distribute to students who did not have access to a computer at home. MassBay will continue to outreach to new students in the fall who may need a Chromebook. The College is offering workshops to students to ensure they have the skills to be successful in a remote learning environment. It also provides preparation to faculty on remote (i.e., synchronous) and online (i.e., asynchronous) instruction, in addition to instruction on the use of internet-based conferencing tools to staff.

Students benefit from a full range of support services to achieve their academic goals, and the staff who provide these services began working remotely in March 2020. Academic advisors, tutors, and library staff met with students by telephone and WebEx, and answered questions by email. Staff in the Registrar's Office, Student Accounts, and Financial Aid helped students by telephone, email, and videoconference. Counseling services, Career Advising, and Veterans Services also continued remotely. Student Engagement continued to offer students ways to connect with the peers, albeit virtually. Staff across offices reached out to all students by phone to check on how they were adjusting to remote learning and how they were managing during the pandemic. Offices are using the summer to develop more comprehensive planning for the upcoming academic year.

As noted earlier, on December 11, 2018, the Massachusetts Board of Higher Education (BHE) adopted a vision statement to make equity its top statewide policy and performance priority.

Specifically, the BHE intends to raise the enrollment, attainment, and long-term success outcomes among under-represented student populations. Closing achievement gaps had been a part of the College's strategic plan, with equity goals dispersed throughout multiple strategic directions, but this declaration from the BHE affirmed its place as a principal focus.

The College has been highly active in its efforts to realize these goals. As noted above, nearly two hundred employees have received training in conducting searches that seek to achieve diversity goals; eighteen were trained to be Diversity Ambassadors in future searches. Two all-day professional development days were devoted to deepening employees' understanding of racial inequality. Employees participated in a shared reading experience pertaining to race. Students were offered a wide variety of activities concerning race, including dramatic performances followed by discussion and showing of a documentary followed by conversations with the filmmakers. The College will continue and expand upon these efforts, including a systematic review of policies and procedures to detect and address systemic racism.

Increase College Participation

During the next few years, the College will increase college participation by continuing a number of strategies. First, MassBay, through its MetroWest College Planning Collaborative, will expand its educational opportunities to underserved communities in high schools. Second, implementation of new associate degree programs in Substance Abuse Addiction Counseling, Political Science, General Studies in Health Sciences, and a new Medical Assistant Certificate will generate interest from new students. Third, MassBay will continue to increase online offerings, growth necessarily hastened by covid-19, but a direction the College had already been planning, appearing as a goal in the strategic plan. Accompanying this growth will be increased training opportunities for faculty as well as students. The College is also preparing for shifts in enrollment patterns that may result from the pandemic. History suggests that rising unemployment is associated with increased enrollment at the College. This pattern may continue in the current recession caused by the pandemic or it may not; we have no history of recessions resulting from pandemics from which to draw. However, the College anticipates that students who may have planned to attend college elsewhere may decide to stay closer to home because of health concerns or for economic reasons. The College is laying the groundwork to welcome these new populations into our community.

Strengthen Workforce Partnerships

The College has planned a number of initiatives to strengthen workforce partnerships, including adding new advisory boards for vocationally oriented programs, establishing a Center for Cybersecurity Education, and expanding workforce education in downtown Framingham. The College recently received grant funding to offer English as a Second Language courses for those who aspire to a career in the health professions. The College will continue a grant-funded effort to recruit underrepresented students into computer science careers. Working with a neighboring nursing home, MassBay will increase the number of trained Certified Nursing Assistants available to the Commonwealth.

Enhance Professional Growth of Faculty and Staff

MassBay will enhance professional growth of faculty and staff by continuing to implement a comprehensive professional development program, building off the successful programming of the past two years. The College will also continue to set aside funds to compensate part-time faculty to attend Professional Development Day. Enhancing the understanding of diversity and racial equity and developing cultural competence skills among the faculty and staff remains a continuing goal.

Covid-19 introduced new professional development needs. An ad hoc committee comprised of faculty from the Professional Development Governance Committee, Teaching and Learning Governance Committee, and Distance Education Committee, and administrative staff from Academic Affairs will create a repository of resources for remote learning to share with faculty and students. The College will also expand the Faculty Learning Community model (discussed in the section focusing on Standard Six: Teaching, Learning, and Scholarship) to nurture communities of practice so that faculty can learn together how to teach in this new modality. Topics will include attendance in the remote classroom, experiential learning and labs, assessment of student learning, and equity and inclusion.

Optimize Resources

During the next five years, the College will continue to collaborate with DCAMM on the construction of the new Framingham location. The College has launched a Capital Campaign with the goal of raising \$5 million to support the new building. The College anticipates submitting a Substantive Change Proposal to NECHE in 2022 to request approval for this new instructional location.

The College also plans to make capital improvements on the Wellesley Hills campus. With support from the Title III grant, the College plans to convert an open computer lab into a student lounge/study space. The College also plans to build a Student Recreation and Fitness Center on the Wellesley Hills Campus. Once fundraising is complete for the Framingham location, the College will begin raising funds for this building. These new spaces will enhance students' experiences at the College and will serve as a tool for recruitment and retention.

The College optimized resources in its response to covid-19 by leveraging technology in new ways. The Office of Information Technology (OIT) deployed over 100 computers over a two-week time period so that faculty and staff could teach and work remotely. As the community adjusted to new technology in new environments, the OIT Help Desk staff triaged telephone calls and emails from faculty, staff, and students at all hours of the day. The Office of Procurement and Business Operations has also been essential in the transition to remote work by ordering and shipping resources to employees' homes. From a whiteboard, to display formulas, to a class via WebEx, to a shredder so that staff can properly dispose of personal information, MassBay employees continue to have the resources they require to work productively and comfortably from home.

Conclusion

The College looks forward to reporting its progress in the above outlined directions in its 2025 Comprehensive Evaluation, by which time a new strategic plan will be underway. Covid-19 impacted the College's operations in ways that have yet to be fully known. However, these strategic directions, including a sharper focus on equity, remain the College's top priorities for the coming years.

APPENDICES

- A. Affirmation of Compliance
- B. Financial statements and auditors' management discussion
- C. Interim report forms
- D. E-series forms
- E. Organization chart
- F. New Framingham location floor plans
- G. Program assessment report template



New England Commission of Higher Education

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

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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. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://massbay.catalog.acalog.com/
Print Publications	College Catalog
Self-study/Fifth-year report Page Reference	30

- 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.massbay.edu/academics/advising/transcript-evaluation
Print Publications	College Catalog
Self-study/Fifth-year Report Page Reference	29

- 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* 5.18, 9.8, and 9.19.)

URL	https://s3.amazonaws.com/massbayedunew/handbook/handbook-massbay-2019-2020.pdf
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	24, 29

- 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	<i>The College employs a variety of 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.</i>
Self-study/Fifth-year Report Page Reference	

- 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. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: 

Date: 08/26/2020

**MASSACHUSETTS BAY
COMMUNITY COLLEGE**
(an agency of the Commonwealth of
Massachusetts)

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS**

JUNE 30, 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Massachusetts Bay Community College
Wellesley, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of Massachusetts Bay Community College (an agency of the Commonwealth of Massachusetts) (the “College”), and its discretely presented component unit, the Massachusetts Bay Community College Foundation, Inc. (the “Foundation”), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the College’s basic financial statements as listed in the table of contents.

Management’s Responsibility for the Financial Statements

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

Auditors’ Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the College and its discretely presented component unit as of June 30, 2019 and 2018, and the respective changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

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

Supplemental Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as listed in the table of contents, is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), and is not required part of the basic financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 1, 2019, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Handwritten signature in cursive script that reads "O'Connor + Drew, P.C."

**Certified Public Accountants
Braintree, Massachusetts**

October 1, 2019

The following unaudited management’s discussion and analysis (“MD&A”) provides an overview of the financial position and activities of Massachusetts Bay Community College (the “College”) for the fiscal years ended June 30, 2019 and 2018. This overview has been prepared by management and should be read in conjunction with the College’s financial statements and the accompanying notes. The purpose of this document is to give some background to the financial statements and foster an understanding of how these statements relate to the mission and activities of the College.

Reporting Entity

The College is one of fifteen comprehensive, open-enrollment, public, two-year community colleges in the Commonwealth of Massachusetts. The College was established in 1961 and its primary 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. Its vision is to aspire to be a catalyst for transformation – calling for the best in students, preparing them as engaged citizens and enabling them to realize their dreams.

The College operates two campuses and one satellite facility in the MetroWest area outside Boston that enrolled 4,040 students (unduplicated headcount) in Fall 2019. The College offers a diverse range of associate degree and certificate programs as well as an array of non-credit offerings. The College is governed by an eleven-member Board of Trustees who are appointed by the governor of the Commonwealth. The governor also appoints the Chairperson of the Board. The College is accredited by the New England Commission of Higher Education (“NECHE”) and many of the College’s programs are accredited by program-specific accrediting bodies.

The Massachusetts Bay Community College Foundation, Inc. (the “Foundation”), was formed in 1984 to render financial assistance and support of educational programs and development of the College. The Foundation is legally separate from the College and the College is not financially accountable to the Foundation, but due to the nature and significance of its relationship with the College, it is included as a discretely presented component unit in the College’s financial statements.

Using the Financial Statements

Massachusetts Bay Community College reports its activity as a business type entity using full accrual basis of accounting. The accrual basis of accounting ensures that all amounts owed to the College and pending obligations of the College are accounted for in the appropriate period, thus giving a clear picture of the College's financial position. The College is an agency of the Commonwealth of Massachusetts. A summary of the College's financial statements is incorporated in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements. The College's basic financial statements include the Statements of Net Position, the Statements of Revenues and Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB"), which establishes standards for external financial reporting for public colleges and universities.

The Statements of Net Position provide information about the College at a moment in time, at fiscal year-end. The Statements of Revenues and Expenses and Changes in Net Position and the Statements of Cash Flows provide information about operations and activities over a period of time. Together, these three statements, along with the accompanying notes, provide a comprehensive assessment of the College's financial health as a whole. The full scope of the College's activities is considered to be a single business-type activity and, accordingly, is reported within a single column in the basic financial statements, with the Foundation reported as a discretely presented component unit.

The Statements of Net Position

The Statements of Net Position reflect the financial position of the College as of June 30. It shows the various assets owned or controlled outflows of resources applicable to future reporting periods, related liabilities and other obligations, and various categories of net position. Net position is the accounting concept defined as total assets and deferred outflows of resources less total liabilities and deferred inflows of resources, and as such, represents institutional equity or ownership in the College's total assets. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the College is improving or deteriorating. A condensed comparison of the Statement of Net Position is as follows:

Condensed Statements of Net Position

For the Year ended June 30,	2019	2018	2017
<u>Assets</u>			
Current assets	\$ 18,905,968	\$ 17,077,264	\$ 15,103,936
Capital assets, net	<u>10,912,826</u>	<u>10,393,902</u>	<u>8,512,532</u>
Total Assets	<u>29,818,794</u>	<u>27,471,166</u>	<u>23,616,468</u>
Deferred Outflows of Resources	<u>4,514,539</u>	<u>2,836,002</u>	<u>637,543</u>
<u>Liabilities</u>			
Current Liabilities	6,748,022	7,881,569	5,854,182
Non-Current Liabilities	<u>10,123,044</u>	<u>8,207,680</u>	<u>5,522,675</u>
Total Liabilities	<u>16,871,066</u>	<u>16,089,249</u>	<u>11,376,857</u>
Deferred Inflows of Resources	<u>2,687,237</u>	<u>2,083,187</u>	<u>2,084,603</u>
<u>Net position</u>			
Net investment in capital assets	9,870,749	9,744,809	8,433,668
Restricted for			
Expendable	997,596	990,780	375,538
Non-expendable	-	-	-
Unrestricted	<u>3,906,685</u>	<u>1,399,143</u>	<u>1,983,345</u>
Total Net Position	<u>14,775,030</u>	<u>12,134,732</u>	<u>10,792,551</u>

Current assets consist primarily of cash, cash equivalents and student and grant receivables. The majority of the current assets for the three fiscal years presented represents cash and cash equivalents.

Non-current assets are primarily comprised of capital assets (e.g. land, buildings, machinery and equipment). The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

Noncurrent assets increased by \$2.09M, \$3.52M and \$467K and depreciation expense totaled \$1.57M, \$1.64M and \$1.32M for the years ended June 30, 2019, 2018 and 2017, respectively.

Deferred outflows of resources are required, due to the implementation of GASB 68 and GASB 75, to be presented after the assets section but before the liabilities section of the Statements of Net Position.

Current liabilities consist of amounts payable to suppliers for goods and services, accrued payroll and related liabilities, unearned tuition and student deposits and the current portion of the College's capital lease obligations.

Non-current liabilities primarily consist of the value of vacation, sick leave and compensation time earned but not yet used or expected to be used within the next fiscal year, and the long-term portion of capital lease obligations.

Deferred inflows of resources are required, due to the implementation of GASB 68 and GASB 75, to be presented after the liabilities section but before the net position (equity) section of the Statement of Net Position.

Net position represents the value of the College's assets and deferred outflows after liabilities and deferred inflows are deducted. The College is required by accounting standards to report its net position in three categories:

Net Investment in Capital Assets – the College's total investment in property, plant, equipment and infrastructure, net of accumulated depreciation and outstanding debt obligations related to those capital assets.

Restricted:

Expendable – This category represents resources the College is legally or contractually obligated to spend in accordance with restrictions placed by State, donor, and/or external parties who have placed time or purpose restrictions on the use of the asset. These funds are comprised of \$998K, \$991K and 376K at June 30, 2019, 2018 and 2017, respectively.

The Foundation's restricted-expendable net position consists of funds whose income is used mainly for student scholarships and grant awards for eligible students.

Non-Expendable – The College has no restricted non-expendable net position as of June 30, 2019, 2018 and 2017. The Foundation’s restricted non-expendable net position consists of endowed scholarship funds to be held in perpetuity.

Unrestricted – This includes all other assets not subject to externally imposed restrictions, but which may be designated or obligated for specific purposes by the Board of Trustees or management. Prudent unrestricted fund balances are maintained for use as working capital, as a reserve against emergencies and for other purposes, in accordance with policies established by the College’s management.

Statements of Revenues and Expenses and Changes in Net Position

The Statements of Revenues and Expenses and Changes in Net Position reflect the results of operations and other changes for the year ended June 30. The objective of the statements is to present the revenues earned, both operating and non-operating, and the expenses incurred by the College, along with any other revenues, expenses, gains or losses of the College.

Generally, operating revenues are earned by the College in exchange for providing goods and services. Tuition, fees, grants and contracts are included in this category. In contrast, non-operating revenues include support the College receives from another government entity without directly giving equal value to the government entity in return. Accounting standards require that the College categorize state operating appropriations as non-operating revenues.

Operating expenses are expenses incurred in the normal operation of the College, including depreciation expense on property and equipment.

The net operating loss in the three fiscal years presented represents the State mandate to keep tuition lower than the cost of the education and community services provided.

The condensed Statement of Revenues and Expenses and Changes in Net Position is presented below:

Condensed Statements of Revenues and Expenses and Changes in Net Position

For the Year ended June 30,	2019	2018	2017
Operating revenues			
Tuition and fees, net	\$ 12,344,482	\$ 13,553,395	\$ 14,119,472
Grants	12,802,439	11,050,784	10,164,475
Gifts and contributions	-	59,640	234,297
Other operating revenue	207,612	208,625	283,058
Total operating revenue	<u>25,354,533</u>	<u>24,872,444</u>	<u>24,801,302</u>
Operating expenses			
Instruction	17,603,391	18,698,375	17,190,123
Academic support	4,053,676	3,999,872	4,032,487
Student services	6,325,656	6,543,602	5,426,416
Scholarships and fellowships	2,095,638	2,316,086	1,924,731
Institutional support	7,518,956	7,318,963	7,430,474
Public service	90,203	80,116	80,624
Operations and maintenance of plant	6,673,589	6,373,067	6,094,928
Depreciation	1,574,544	1,640,612	1,319,655
Total operating expenses	<u>45,935,653</u>	<u>46,970,693</u>	<u>43,499,438</u>
Operating loss	<u>(20,581,120)</u>	<u>(22,098,249)</u>	<u>(18,698,136)</u>
Non-operating revenues			
State appropriations, net	22,359,450	21,148,479	20,983,375
Investment income	390,732	242,702	105,696
Interest expense	(33,609)	(24,208)	(12,705)
Capital appropriations	504,845	2,073,457	115,458
Total non-operating revenues	<u>23,221,418</u>	<u>23,440,430</u>	<u>21,191,824</u>
Increase in net position	<u>2,640,298</u>	<u>1,342,181</u>	<u>2,493,688</u>
Net position, beginning of the year	12,134,732	10,792,551	11,163,641
Adjustments to net position	-	-	(2,864,778)
Net position, end of the year	<u>\$ 14,775,030</u>	<u>\$ 12,134,732</u>	<u>\$ 10,792,551</u>

Revenues

The College continues to examine revenue diversification and cost containment due to financial pressure from increased cost of compensation and benefits, and the need to continue investing in technology to support teaching and learning. Student tuition and fees, state appropriations and federal financial aid remain the primary sources of funding for the College. The careful use of revenues ensures that the mission of the College was followed and that students would continue to receive a high quality of education and services.

The Commonwealth dictates the tuition rate, \$24 per credit hour for in-state tuition for the three fiscal years under comparison. Course and administrative student services fees are set by the Board of Trustees of the College. Course and administrative student fees remained unchanged for fiscal year 2019 when compared to fiscal year 2018. Effective Fall 2017, at the request of management, the Board of Trustees of the College voted to increase the All-College fee by \$5 per credit hour to \$161 per credit hour and the technology fee by \$5 per credit hour to \$27 per credit hour.

Gross student tuition and fees decreased by approximately \$1.2M or 9% and \$566K or 4% for fiscal years 2019 and 2018, respectively, due to declines in enrollment and increased by approximately \$1.4M or 11% for fiscal year 2017 as a result of the new fee structure which mitigated some of the effects of declined enrollment. The enrollment decrease was a trend shared by most Massachusetts Community Colleges due to the decline in the average high school class sizes.

The Commonwealth of Massachusetts, through the Board of Higher Education, appropriates funds to the community college segment as a whole and then the Board of Higher Education allocates monies to support day-to-day operations of the colleges. Partially due to the formula funding model, the College's direct unrestricted appropriations from the Commonwealth totaled \$16.8M, \$16.1M and \$16.3M, an increase of approximately \$700K or 4%, decrease of \$200K or 1% and an increase of \$500K or 3% for fiscal years 2019, 2018 and 2017, respectively.

Scholarships allowance represents funds received by the College on behalf of students and applied directly to students' accounts as defined by GASB statement No. 33. Student financial aid and other scholarships, tuition waivers and awards totaled \$8.9M, \$9.3M and \$8.4M for the years ended June 30, 2019, 2018 and 2017, respectively. The amounts received in excess of amounts billed by the College that were subsequently refunded to students totaled \$2.1M, \$2.3M and \$2.3M for the years ended June 30, 2019, 2018 and 2017, respectively.

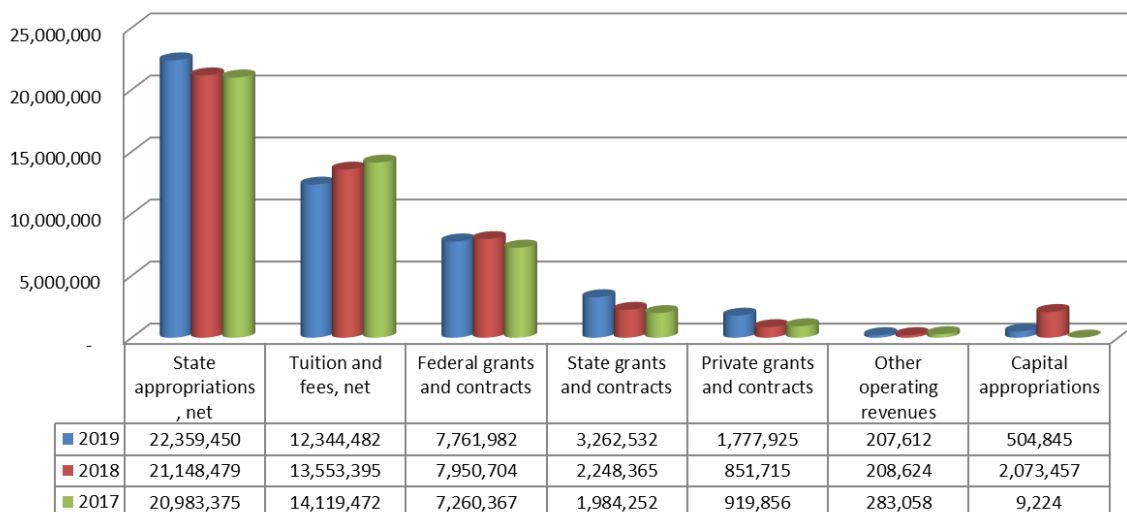
Federal grants and contract annual revenues decreased by approximately \$189K or 2%, increased by \$690K or 10% and decreased by \$936K or 11% in fiscal years 2019, 2018 and 2017, respectively. The decrease in fiscal years 2019 and 2017 is primarily the result of a decrease in federal loan revenue. The increase in fiscal year 2018 was primarily the result of an increase in

Federal Pell and loan revenue. For the years ended June 30, 2019, 2018 and 2017, Pell revenue totaled \$4.3M, \$4.5M and \$3.9M and federal loans totaled \$2.5M, \$2.8M and \$2.5M, respectively.

State grants and contracts annual revenues increased by approximately \$1M or 45%, \$264K or 13% and \$266K or 11%, in fiscal years 2019, 2018 and 2017, respectively. For 2019, the College received a grant from the Commonwealth's Skills Capital Equipment Grant Program to purchase academic equipment in the amount of \$570K. The College also received an Early Childhood Education Career Pathways Grant in the amount of \$297K. For 2018, as was the case in fiscal year 2017, the College received a grant from the Commonwealth's Skills Capital Equipment Grant Program to purchase academic equipment in the amount of \$495K.

Private grants, contracts, gifts, and other operating revenue for fiscal year 2019 amounted to \$2M, an increase of \$865K or 77% when compared to fiscal year 2018. The increase is primarily due to a grant secured to fund the STEM academic division. Private grants, contracts, gifts, and other operating revenue for fiscal year 2018 amounted to \$1.1M, a decrease of \$317K or 22% when compared to fiscal year 2017. The decrease is primarily due to a decrease in commission revenue from the bookstore and the food service. Private grants, contracts and other operating revenue for fiscal year 2017 amounted to \$1.4M and increased by \$296K or 33% over the prior year fiscal year 2016. The increase was the result of Foundation student support and other outside programmatic support.

Selected Revenue Comparison



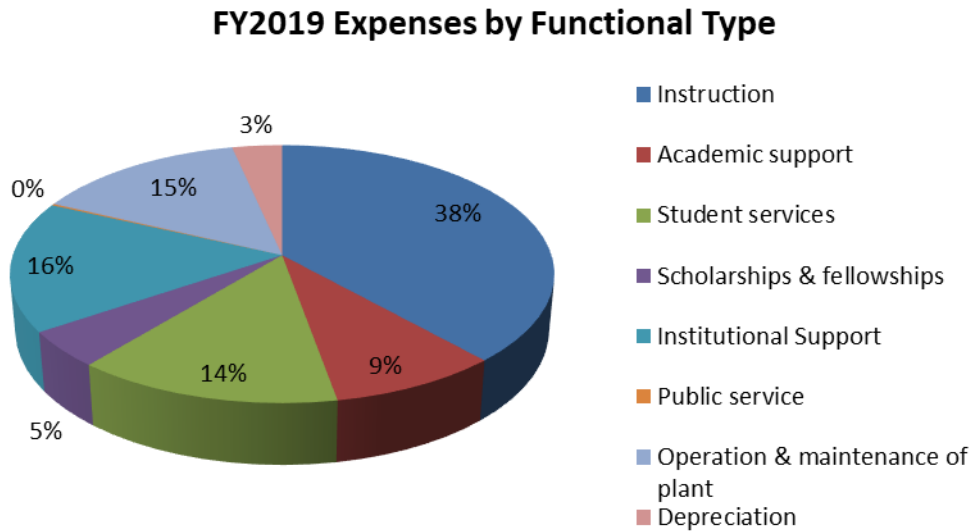
The College receives capital appropriations from the Commonwealth that can span multiple fiscal years. In accordance with accounting standards, the amount shown as capital appropriation revenue on the financial statement is the amount expended during the current year. Expenditures from capital project funds that do not meet accounting standards for capitalization are reported as

operating expenses. Those expenditures that meet the capitalization requirements are not shown as expense in the current period and are instead recognized as depreciation expense over the expected useful life of the asset.

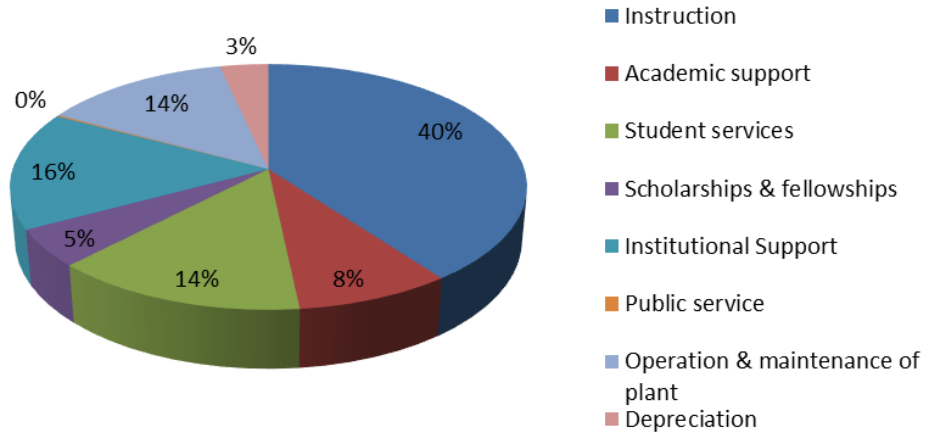
Expenses

Faced with declining enrollment over the past years, the College has continuously sought opportunities to identify fiscal year savings and efficiencies. Over the last few years, the College has restructured its budget with the goal of increasing financial strength to meet the predicted trend of declining enrollment due to decreasing 18 - 24 age group population projections for Massachusetts.

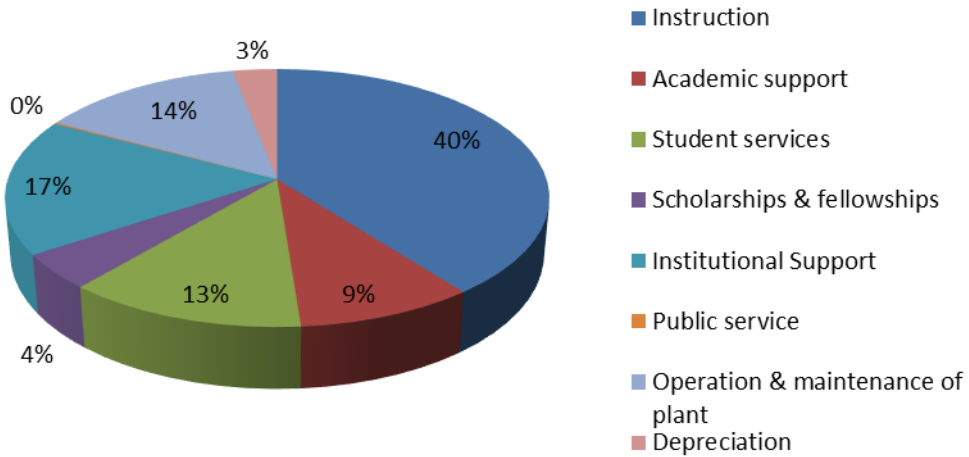
The following are graphic illustrations of total expenses by functional categories including depreciation expense for the fiscal years ended June 30, 2019, 2018 and 2017:



FY2018 Expenses by Functional Type

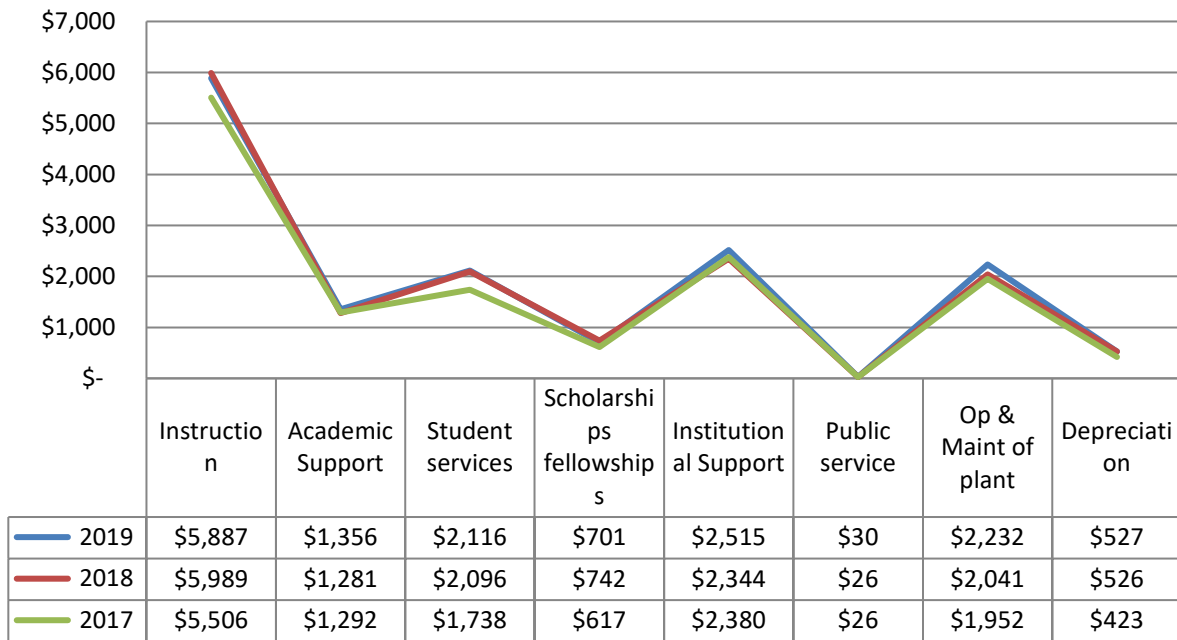


FY2017 Expenses by Functional Type



The following chart illustrates the operating expense by National Association of College and University Business Officers (“NACUBO”) functional category per full-time equivalent (FTE) student.

Functional Expenses per Student (FTE)



The College's operational expenses decreased by \$1.0M or 2%, increased by \$3.5M or 8% and increased by 5% or \$2M for fiscal years 2019, 2018 and 2017, respectively. The fiscal year 2019 decrease is mainly due to one-time costs of an Early Retirement Incentive Program offered to employees in fiscal year 2018. No such costs were incurred in fiscal year 2019. The fiscal year 2018 increase was due to an increase in salaries and related benefits due to yearly mandated pay raises, the cost related to the Early Retirement Incentive Program offered to staff during fiscal year 2018, and MassBay's allocation of the State's other post-employment benefits ("OPEB") expense. The fiscal 2017 increase was due to top level position vacancies in fiscal year 2016 that were filled in 2017, including the office of the President.

- Instruction** costs decreased by \$1.1M or 6%, increased by \$1.5M or 9% and decreased by \$98K or 1% for fiscal years 2019, 2018 and 2017, respectively. The fiscal year 2019 decrease is mainly attributed to salary and related benefits savings as a result of a one-time Early Retirement Incentive Program offered to employees in fiscal year 2018. The fiscal year 2018 increase can be attributed to an increase in salaries and related benefits due to the Early Retirement Incentive Program and yearly mandated pay raises. The fiscal year 2017 decrease can be attributed to a reduced need for adjunct faculty.

- **Academic support** costs increased by \$54K or 1%, decreased by \$33K or 1% and increased by \$282K or 8% for fiscal years 2019, 2018 and 2017, respectively.
- **Student services** costs decreased by \$218K or 3%, increased by \$1M or 20%, increased by \$579K or 12% for fiscal years 2019, 2018 and 2017, respectively. The fiscal year 2019 increase can be attributed to yearly mandated pay raises. The fiscal year 2018 increase can be attributed in part to an increase in salaries and related benefits due to the Early Retirement Incentive Program and yearly mandated pay raises. A Recruitment counselor position was added during the fiscal year and there were promotions in key staff areas. The fiscal year 2017 increase can be mainly attributed to the use of consultants in student financial services to help in the conversion of the software used in the area from PowerFAIDS to PeopleSoft and an increase student accounts written off during the year.
- **Scholarships and fellowships** costs decreased by \$220K or 10%, increased by \$391K or 20% and decreased by \$209K or 10% for fiscal years 2019, 2018 and 2017, respectively. The fiscal year 2019 and 2017 decrease was due to a decrease in student participation in Subsidized and Unsubsidized Stafford Loans. The fiscal year 2018 increase was due to an increase in student participation in Subsidized and Unsubsidized Stafford Loans.
- **Institutional support** costs increased by \$200K or 3%, decreased by \$112K or 2% and increased 23% or \$1.4M, for fiscal years 2019, 2018 and 2017, respectively.
- **Public service** costs have been flat for the last three fiscal years as expected due to no major change in activity in this expense category.
- **Operation and maintenance of plant** costs increased by \$301K or 5%, \$278K or 5% and \$429K or 7% for fiscal years 2019, 2018 and 2017, respectively. The increases for the three fiscal years can be attributed to the increased cost of maintaining the College's three campuses.
- **Depreciation** expense decreased by \$66K or 4%, increased by \$321K or 24% and decreased by \$330K or 20%, for fiscal years 2019, 2018 and 2017, respectively. The fiscal year 2019 and 2017 decrease was due to the fact that depreciation expense is no longer recorded on assets that have been fully depreciated. The fiscal year 2018 increase was due to significant capital asset additions (funded primarily by the State).

Expenditure classifications are defined below:

- **Instruction** – costs directly related to the classroom, i.e., faculty salaries, instructional supplies, and equipment.

- **Academic support** – academic computing, library, academic administration.
- **Student services** – Admissions, Registrar, Financial Aid offices, as well as counseling, tutoring, interpreters and athletics.
- **Scholarship and fellowships** – all student aid including federal, state, and private grants, i.e., Pell, S.E.O.G., Mass State Cash Grants and Mass State Scholarship which was not used to pay tuition and fees.
- **Institutional support** – President’s office, business operations, development office, and all other administrative functions including campus police.
- **Public Service** – includes funds expensed for activities established primarily to provide non-instructional service programs to individuals and groups external to the institution.
- **Operation and maintenance of plant** – all costs of operating and direct maintenance of the physical plant and grounds.

Loss from Operations

It is the nature of public higher education institutions to incur a loss from operations because the state appropriation is presented as non-operating income. The Commonwealth’s Board of Higher Education sets tuition. The College sets fees and other charges. Commonwealth appropriations to the College make up the loss from operations not covered by tuition and fees. The College, with the purpose of balancing educational and operational needs with tuition and fee revenue, approved budgets to adequately manage the operation of the institution taking into consideration such issues as physical plant maintenance, delivery of instruction and student services, long range plans, and enrollment growth.

The Statement of Cash Flows

The Statement of Cash Flows gives a general picture of where the College obtains and spends its cash and cash equivalents during the fiscal year. The statement gives detailed information about cash flows related to four different types of activities within the institution.

The first section, Cash Flows from Operating Activities, shows cash received and spent on the operations of the College. Since tuition and fees and other operating revenue alone do not normally cover the operating costs of a public higher education institution, this section can be expected to show more cash used than provided.

The second section, Cash Flows from Non-Capital Financing Activities, shows cash received and spent on non-capital financing activities of the College. Here the College reports cash from state appropriations. Tuition required to be remitted to the state for day courses is also included in this section.

The third section, Cash Flows from Capital and Related Financing Activities, shows cash received and spent on capital and related financing activities. This includes state capital appropriations for major projects, minor works and repairs. It also includes principal and interest paid on capital leases. Since the College also uses local funds to supplement these sources, it is not unusual for this section to show more cash used than provided.

The fourth section, Cash Flows from Investing Activities, shows cash received and spent on investing activities, including the purchase and sale of investment instruments, interest earnings and realized gains and losses from investments.

Next, the statement shows how the current year's change in cash combined with the prior year's cash balance results in the ending cash and cash equivalents balance shown on the College's Statement of Net Position. Finally, the statement includes a detailed reconciliation of operating activity only, between the operating loss shown as a subtotal on the Statement of Revenues, Expenses and Changes in Net Position and the net cash used by operating activities as shown on the Statement of Cash Flows.

The condensed statement of cash flows is presented below:

Condensed Statements of Cash Flows

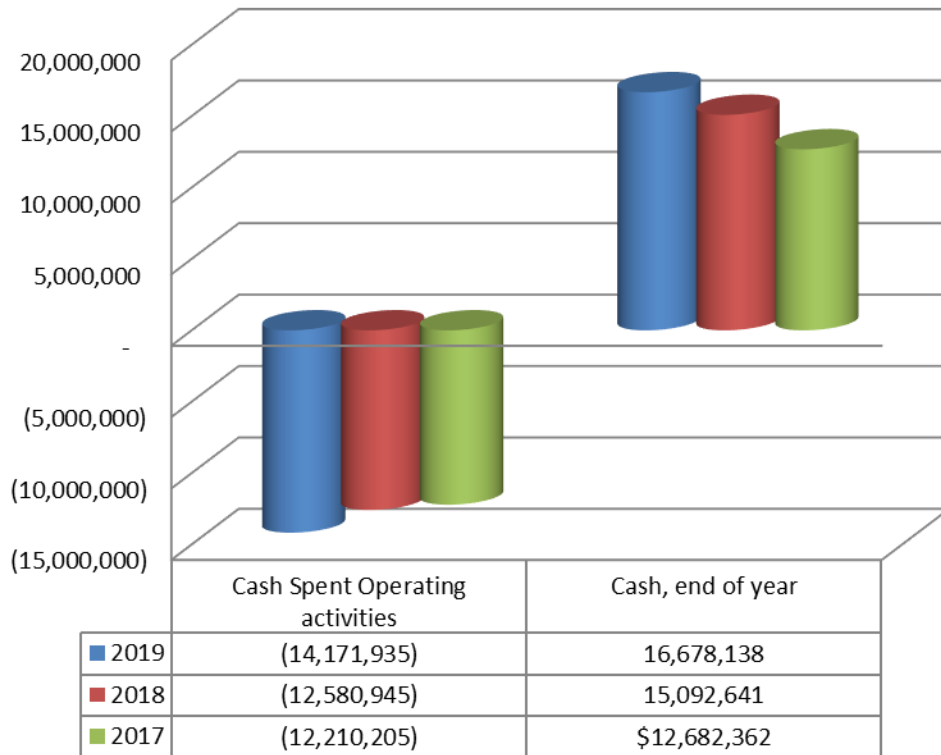
For the Year ended June 30,	2019	2018	2017
Operating activities	\$ (14,171,936)	\$ (12,580,945)	\$ (12,210,205)
Non-capital financing activities	16,595,948	17,703,977	15,710,891
Capital financing activities	(1,229,248)	(2,955,455)	(1,193,550)
Investing activities	<u>390,732</u>	<u>242,702</u>	<u>105,696</u>
Net change in cash	1,585,496	2,410,279	2,412,832
Cash and cash equivalents, beginning of year	<u>15,092,641</u>	<u>12,682,362</u>	<u>10,269,530</u>
Cash and cash equivalents, end of year	<u>\$ 16,678,137</u>	<u>\$ 15,092,641</u>	<u>\$ 12,682,362</u>

The College's cash and cash equivalents increased by approximately \$1.6M or 11%, \$2.4M or 19% and \$2.4M or 23% for fiscal years 2019, 2018 and 2017, respectively. The primary

contributing factors for the increase included adoption and implementation of a budget that included a net reserve and was supported by conservative enrollment projections and on-going management of expenditures.

The following schedule summarizes the increase in cash spent to support operating activities for fiscal years 2019, 2018 and 2017, respectively, while maintaining a strong cash balance reserve:

Cash Spent on Operating Activities Comparison

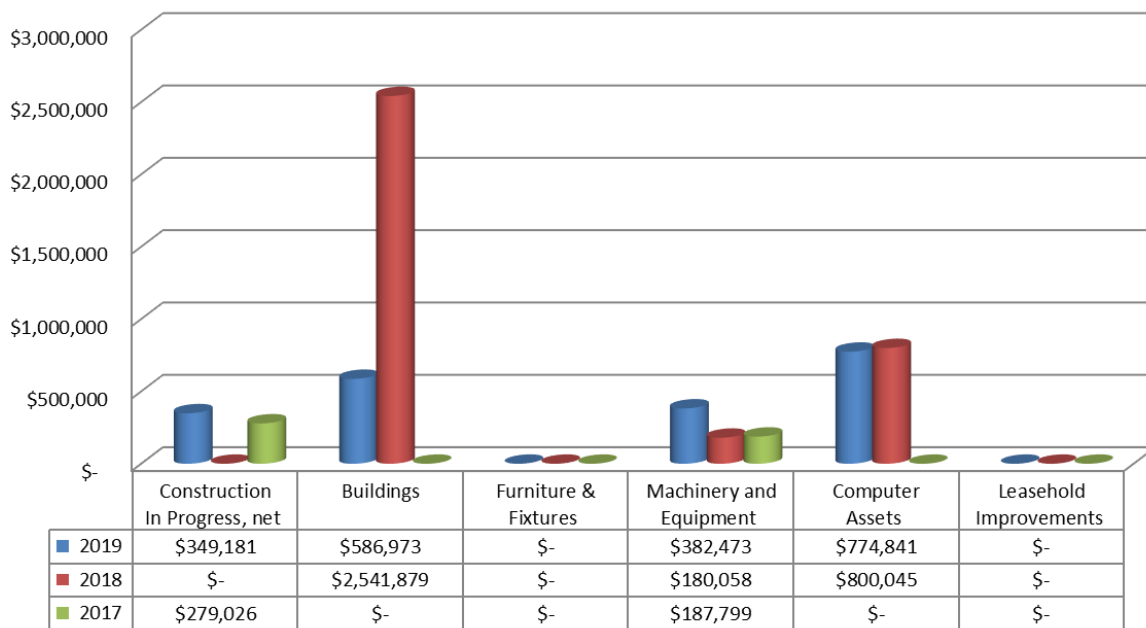


Capital Assets and Long-Term Debt Activities

The College submits a prioritized request for capital funding to the Commonwealth’s Department of Capital Management and Maintenance (“DCAMM”) on an annual basis, which includes major projects. The primary funding source for capital projects is state general obligation bonds. In recent years, the Commonwealth’s debt capacity has impacted the number of new and major repair projects that can be funded.

As of June 30, 2019, the College had invested more than \$10.9M in net capital assets, net of accumulated depreciation. Major asset additions are as follows:

Capital Asset Additions



The increase in net capital assets in fiscal years 2019, 2018 and 2017 can be attributed to significant capital asset additions. In fiscal year 2019, the College started and completed the renovation of the Enrollment center. In fiscal year 2018, work on a key card access and locking door security system, work on a chiller replacement, and work related to the HVAC for the Wellesley campus, the expenses of which are included in the additions to buildings. In fiscal year 2017, the College received a Grant from the Commonwealth's Skills Capital Equipment Grant Program to purchase academic equipment. Among other programmatic assets, the College purchased an advanced birthing simulator for the Health Sciences program and a dual control four-wheel drive chassis dynamometer system to serve the automotive department.

The college had \$1M, \$649K and 79K in outstanding capital lease obligations for fiscal years 2019, 2018 and 2017, respectively. The majority of these obligations were incurred to fund an upgrade to the College's technology and will be paid in full by the end of fiscal year 2023.

Factors Impacting Future Periods

With the leadership of the president, the College embarked on creating a new strategic plan for the five years beginning 2018. This plan incorporates the vision plan for the Commonwealth of Massachusetts' Board of Higher Education's Vision Project and sets forth five strategic directions aligned to continually improve performance in the areas of improving student outcomes, increasing

college preparation, strengthening workforce partnerships, enhancing professional growth of faculty and staff, and optimizing capital resources.

The fiscal year 2020 budget was structured with a conservative 7% enrollment decrease consistent with the fiscal year 2019 budget in anticipation of the projected enrollment decline in traditional college age population in the Commonwealth. The decline is expected to be partly offset by a \$6 fee increase. Fees were unchanged for the previous year. The College will continue to strive to make educational opportunities affordable to all who seek them while simultaneously working to raise sufficient revenues to support the mission of the institution.

During the first quarter of fiscal year 2020, the College added debt in the amount of \$384K related to boosting network infrastructure and cyber security. Yearly payments under the debt agreement amount to \$77K.

Along with the majority of the community colleges in Massachusetts, the College has struggled with declining enrollment for several years. Fall enrollment is down 5.2% in credits sold, over fall semester 2018. The College has identified several key areas of focus to increase enrollment, including efforts to increase retention of part-time students, developing the yield on applications submitted, providing more financial aid award information to applicants, and building corporate training, workforce development partnerships and other non-credit offerings.

The College is currently planning to build a new campus in Framingham. The College was awarded \$51M from the state of Massachusetts toward the construction of the building. The building will house the Health Science, Early Childhood, and Human Services programs, and will have space to offer general education classes and provide student services. The construction of the new building will help the College fulfill its mission to provide first-rate undergraduate education to the residents of the communities served. The new building is scheduled to open in Fall 2023. Faculty have already begun conversations with the architects about the layout. The College will be moving forward with a capital campaign to raise \$5M from private funding to ensure that the building has all of the best equipment and resources. In the first months of the campaign, the College has raised \$806K.

The College is also working with the Massachusetts State College Building Authority in planning and designing a new Fitness & Recreation Center on the Wellesley Hills Campus. Design and full funding for both projects is still being finalized. The College has hired a fundraising consultant to assist in fundraising for the two projects.

Despite these challenges, the College is continuing to serve the community and mission well by fostering educational excellence and student success. Nearly half (49%) of the Fall 2010 cohort achieved a successful outcome (graduated, transferred or remained enrolled with over 30 credits) by 2016. The College had the highest success rate among the 15 community colleges in Massachusetts.

Requests for Information

This financial report is designed to provide the College, the Commonwealth, the public and other interested parties with an overview of the financial results of the College and an explanation of the College's financial condition. If you have questions about this report or requests for additional information, please contact the Office of the Vice President for Finance & Administration, 50 Oakland Street, Wellesley Hills, MA 02481.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	<u>2019</u>		<u>2018</u>	
	<u>College</u>	<u>Foundation</u>	<u>College</u>	<u>Foundation</u>
Current Assets:				
Cash and cash equivalents (Note 2)	\$ 15,942,293	\$ 458,532	\$ 14,606,489	\$ 248,193
Deposits held by State Treasurer (Note 3)	735,845	-	486,152	-
Accounts, grants and loans receivable, net (Note 4)	2,140,530	43,000	1,984,623	-
Prepaid expenses and other current assets	87,300	-	-	-
Investments (Note 5)	<u>-</u>	<u>4,057,132</u>	<u>-</u>	<u>4,210,195</u>
Total Current Assets	<u>18,905,968</u>	<u>4,558,664</u>	<u>17,077,264</u>	<u>4,458,388</u>
Non-Current Assets:				
Capital assets, net (Note 6)	10,912,826	-	10,393,902	-
Long-term investments (Note 5)	<u>-</u>	<u>1,417,141</u>	<u>-</u>	<u>1,343,136</u>
Total Non-Current Assets	<u>10,912,826</u>	<u>1,417,141</u>	<u>10,393,902</u>	<u>1,343,136</u>
Total Assets	<u>29,818,794</u>	<u>5,975,805</u>	<u>27,471,166</u>	<u>5,801,524</u>
Deferred Outflows of Resources:				
Deferred outflows related to pensions (Note 9)	1,424,215	-	1,073,244	-
Deferred outflows related to OPEB (Note 10)	<u>3,090,324</u>	<u>-</u>	<u>1,762,758</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>4,514,539</u>	<u>-</u>	<u>2,836,002</u>	<u>-</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 34,333,333</u>	<u>\$ 5,975,805</u>	<u>\$ 30,307,168</u>	<u>\$ 5,801,524</u>

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	<u>2019</u>		<u>2018</u>	
	<u>College</u>	<u>Foundation</u>	<u>College</u>	<u>Foundation</u>
Current Liabilities:				
Accounts payable and accrued liabilities	\$ 2,246,221	\$ -	\$ 2,112,664	\$ -
Accrued salaries and wages	1,089,386	-	2,273,708	-
Current portion of accrued compensated absences and workers' compensation (Note 8)	1,719,138	-	1,729,769	-
Unearned tuition and student deposits	1,143,020	-	1,105,452	-
Unearned grant and contract revenue	261,751	-	504,628	-
Due to affiliate	-	86,500	-	-
Current portion of capital lease obligations (Note 8)	<u>288,506</u>	<u>-</u>	<u>155,348</u>	<u>-</u>
Total Current Liabilities	<u>6,748,022</u>	<u>86,500</u>	<u>7,881,569</u>	<u>-</u>
Non-Current Liabilities:				
Accrued compensated absences and workers' compensation, net of current portion (Note 8)	900,201	-	849,058	-
Capital lease obligations, net of current portion (Note 8)	753,571	-	493,745	-
Net pension liability (Note 9)	3,072,507	-	2,331,027	-
Net OPEB liability (Note 10)	<u>5,396,765</u>	<u>-</u>	<u>4,533,850</u>	<u>-</u>
Total Non-Current Liabilities	<u>10,123,044</u>	<u>-</u>	<u>8,207,680</u>	<u>-</u>
Total Liabilities	<u>16,871,066</u>	<u>86,500</u>	<u>16,089,249</u>	<u>-</u>
Deferred Inflows of Resources				
Deferred inflows related to pensions (Note 9)	1,004,124	-	1,550,986	-
Deferred inflows related to OPEB (Note 10)	<u>1,683,113</u>	<u>-</u>	<u>532,201</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>2,687,237</u>	<u>-</u>	<u>2,083,187</u>	<u>-</u>
Net Position:				
Net investment in capital assets	9,870,749	-	9,744,809	-
Restricted:				
Expendable (Note 11)	997,596	2,082,076	990,780	1,787,214
Non-expendable	-	1,580,598	-	1,558,572
Unrestricted	<u>3,906,685</u>	<u>2,226,631</u>	<u>1,399,143</u>	<u>2,455,738</u>
Total Net Position	<u>14,775,030</u>	<u>5,889,305</u>	<u>12,134,732</u>	<u>5,801,524</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 34,333,333</u>	<u>\$ 5,975,805</u>	<u>\$ 30,307,168</u>	<u>\$ 5,801,524</u>

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses and Changes in Net Position

For the Years Ended June 30,

	<u>2019</u>		<u>2018</u>	
	<u>College</u>	<u>Foundation</u>	<u>College</u>	<u>Foundation</u>
Operating Revenues:				
Tuition and fees	19,196,754	\$ -	\$ 20,544,164	\$ -
Less: scholarships and fellowships	<u>(6,852,272)</u>	-	<u>(6,990,769)</u>	-
Net tuition and fees	12,344,482	-	13,553,395	-
Gifts and contributions	-	418,677	59,640	456,145
Federal grants and contracts	7,761,982	-	7,950,704	-
State grants and contracts	3,262,532	-	2,248,365	-
Private grants and contracts	1,777,925	-	851,715	-
Other operating revenues	<u>207,612</u>	-	<u>208,625</u>	-
Total Operating Revenues	<u>25,354,533</u>	<u>418,677</u>	<u>24,872,444</u>	<u>456,145</u>
Operating Expenses (Note 13):				
Instruction	17,603,391	-	18,698,375	-
Academic support	4,053,676	-	3,999,872	-
Student services	6,325,656	-	6,543,602	-
Scholarships and fellowships	2,095,638	245,145	2,316,086	271,937
Institutional support	7,518,956	355,170	7,318,963	256,952
Public service	90,203	-	80,116	-
Operation and maintenance of plant	6,673,589	-	6,373,067	-
Equipment donations	-	-	-	10,000
Depreciation	1,574,544	-	1,640,612	-
Management and general	-	55,270	-	56,246
Fundraising and development	<u>-</u>	<u>46,661</u>	<u>-</u>	<u>45,298</u>
Total Operating Expenses	<u>45,935,653</u>	<u>702,246</u>	<u>46,970,693</u>	<u>640,433</u>
Net Operating Loss	<u>(20,581,120)</u>	<u>(283,569)</u>	<u>(22,098,249)</u>	<u>(184,288)</u>
Non-Operating Revenues (Expenses):				
State appropriations, net (Note 15)	22,359,450	-	21,148,479	-
Investment income	390,732	371,350	242,702	458,569
Interest expense	<u>(33,609)</u>	-	<u>(24,208)</u>	-
Total Non-Operating Revenues	<u>22,716,573</u>	<u>371,350</u>	<u>21,366,973</u>	<u>458,569</u>
Net Income (Loss) Before Other Revenues	2,135,453	87,781	(731,276)	274,281
Capital appropriations (Note 15)	<u>504,845</u>	-	<u>2,073,457</u>	-
Changes in Net Position	<u>\$ 2,640,298</u>	<u>\$ 87,781</u>	<u>\$ 1,342,181</u>	<u>\$ 274,281</u>
Net Position, Beginning of Year	<u>12,134,732</u>	<u>5,801,524</u>	<u>10,792,551</u>	<u>5,527,243</u>
Net Position, End of Year	<u>\$ 14,775,030</u>	<u>\$ 5,889,305</u>	<u>\$ 12,134,732</u>	<u>\$ 5,801,524</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 12,570,043	\$ 13,392,253
Grants and contracts	12,214,014	11,628,975
Payments to suppliers	(11,454,103)	(9,931,837)
Payments to employees	(25,615,512)	(25,702,486)
Payments to students	(2,095,638)	(2,316,086)
Other operating revenues	<u>209,260</u>	<u>348,236</u>
Net Cash Applied to Operating Activities	<u>(14,171,936)</u>	<u>(12,580,945)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	16,922,098	18,222,442
Tuition remitted to state	<u>(326,150)</u>	<u>(518,465)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>16,595,948</u>	<u>17,703,977</u>
Cash Flows from Capital Financing Activities:		
Capital appropriations received	504,845	20,505
Purchases of capital assets, net	(1,407,827)	(2,721,937)
Principal paid on capital leases	(292,657)	(229,815)
Interest paid on capital leases	<u>(33,608)</u>	<u>(24,208)</u>
Net Cash Applied to Capital Financing Activities	<u>(1,229,247)</u>	<u>(2,955,455)</u>
Cash Flows from Investing Activity:		
Interest income	<u>390,732</u>	<u>242,702</u>
Net Increase in Cash and Cash Equivalents	1,585,497	2,410,279
Cash and Cash Equivalents, Beginning of Year	<u>15,092,641</u>	<u>12,682,362</u>
Cash and Cash Equivalents, End of Year	<u>\$ 16,678,138</u>	<u>\$ 15,092,641</u>

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	<u>\$ (20,581,120)</u>	<u>\$ (22,098,249)</u>
Adjustments to reconcile net operating loss to net cash used in operating activities:		
Depreciation	1,574,544	1,640,612
Bad debts	243,257	290,079
Fringe benefits provided by the State	5,763,502	5,497,450
Accounts, grants and loans receivable, net	(399,165)	(16,029)
Prepaid expenses and other current assets	(87,300)	162,904
Accounts payable and accrued liabilities	133,557	392,719
Accrued salaries, wages, compensated absences and workers' compensation	(1,143,810)	1,314,773
Unearned tuition and student deposits	37,568	(92,982)
Unearned grant and contract revenue	(242,877)	315,951
Net pension liability	(156,353)	(426,688)
Net OPEB liability	<u>686,261</u>	<u>438,515</u>
Net Cash Applied to Operating Activities	<u>\$ (14,171,936)</u>	<u>\$ (12,580,945)</u>
Reconciliation Cash and Equivalents per the Statements of Cash Flows to the Statements of Financial Position, end of year:		
Cash and cash equivalents	<u>\$ 15,942,293</u>	<u>\$ 14,606,489</u>
Deposits held by State Treasurer	<u>735,845</u>	<u>486,152</u>
Cash and cash equivalents, end of year	<u>\$ 16,678,138</u>	<u>\$ 15,092,641</u>
Non-Cash Disclosures:		
Fringe benefits provided by the State	<u>\$ 5,763,502</u>	<u>\$ 5,497,450</u>
Capital assets acquired through capital lease agreements	<u>\$ 685,641</u>	<u>\$ 800,045</u>

See accompanying notes to the financial statements.

Note 1 - **Summary of Significant Accounting Policies**

Organization

Massachusetts Bay Community College (the “College”) is a state-supported comprehensive two-year college that offers a quality education leading to an associate degree in the arts and sciences as well as one-year certificate programs. The College’s primary campus is located in Wellesley Hills, Massachusetts, along with another campus in Framingham and a satellite facility in Ashland. The College provides instruction and training in a variety of liberal arts, allied health and business fields of study. The College also offers, through corporate and community education, credit and noncredit courses. The College is accredited by the New England Commission of Higher Education.

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

Basis of Presentation and Accounting

The accompanying financial statements, have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statement of revenues and expenses demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of inter-fund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements, including the College's discretely presented component unit, and required supplementary information. The College presents statements of net position, revenues and expenses and changes in net position and cash flows on a combined college-wide basis.

The College's policy is to define operating activities in the statement of revenues and expenses as those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities including the College's operating and capital appropriations from the Commonwealth, net investment income, gifts and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

The Massachusetts Bay Community College Foundation, Inc. (the "Foundation") is a legally separate tax-exempt organization. The Foundation was formed in 1984 to render financial assistance and support to the educational programs and development of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2019 and 2018 and is therefore discretely presented in the College's financial statements.

Complete financial statements can be obtained from the Foundation's administrative offices in Wellesley Hills, Massachusetts.

During the years ended June 30, 2019 and 2018, the Foundation distributed scholarships in the amount of \$245,145 and \$271,937, respectively, directly to students of the College.

Net Position

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds. Resources are classified for accounting purposes into the following three net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - Non-expendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

Restricted - Expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, the net pension liability and net OPEB liability.

Cash and Cash Equivalents and Investments

The College has defined cash and cash equivalents to include cash on hand, demand deposits, and cash and deposits held by state agencies on behalf of the College with original maturities of three months or less from the date of acquisition.

Accounts Receivable

Accounts receivable are stated at the amount the College expects to collect from outstanding balances. The College provides for probable uncollectible amounts through a charge to operations and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value at date of donation. It is the College's policy to capitalize items with a unit cost of more than \$50,000 and with a useful life of greater than one year. The College's capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 2 to 40 years.

It is the College's policy to expense educational reference materials when purchased. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets since they are owned by the Commonwealth.

Interest Expense and Capitalization

The College follows the policy of capitalizing interest expense as a component of the cost of capital assets constructed for its own use. There were no interest costs capitalized during the year.

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefits programs, including health insurance, unemployment, and pension. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, each year. Employees with 10 or more years of service are entitled to carry forward

20% of unused sick time. Upon retirement, the employee is entitled to receive payment for the unused balance.

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employees on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation is assessed separately to the College based on the College's actual experience.

Unearned Revenues

Unearned revenues consist of student deposits, fees and tuition payments for summer programs and the next academic year, and grant revenues. Revenues are recognized as the related services are performed and completed.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Other Post-Employment Benefits ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Fees

Student tuition and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

Tax Status

The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

New Governmental Accounting Pronouncements

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest costs incurred before the end of a construction period. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

GASB Statement 90 – *Majority Equity Interests, an amendment of GASB Statements 14 and 61* is effective for reporting periods beginning after December 15, 2018. The objective of this Statement is to improve the consistency of reporting a government's majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government's holding of the equity interest represents an investment. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2020. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

Reclassification

Certain amounts in the 2018 financial statements have been reclassified to conform to the 2019 presentation, however, there was no change to the net position.

Note 2 - **Cash and Cash Equivalents**

The College is required to comply with the Commonwealth’s deposit and investment policies which are principally defined in the Massachusetts General Laws, Chapter 29. State Statutes permit investment in obligations of the U.S. Treasury, authorized bonds of all states, bankers’ acceptances, certificates of deposit, commercial paper rated within the three highest classifications established by Standard & Poor’s Corporation and Moody’s Commercial Paper Record and repurchase agreements secured by any of these obligations.

The Treasurer of the Commonwealth oversees the financial management of the Massachusetts Municipal Depository Trust (“MMDT”), an external investment pool for cities, towns and other state and local agencies within the Commonwealth. MMDT operates as a qualifying external investment pool and is valued by MMDT’s management on an amortized cost where the net asset value is \$1 per share. At June 30, 2019 and 2018 the College had \$14,797,732 and \$13,207,000, respectively, invested with MMDT and is included in cash and cash equivalents.

Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution’s failure, the College would not be able to recover its balance in excess of amounts insured by the Federal Deposit Insurance Corporation (“FDIC”) up to \$250,000. The College does not have a formal deposit policy for custodial credit risk. The College monitors the exposure associated with cash and cash equivalents and has not experienced any losses in such accounts. Deposits in the bank in excess of the insured amount are uninsured and uncollateralized. At June 30, 2019 and 2018, the carrying amount of the College’s cash and cash equivalents was \$16,678,138 and \$15,092,641, respectively. At June 30, 2019 and 2018, the College had uninsured cash balances totaling \$15,652,242 and \$13,915,883, respectively, including the MMDT cash balance.

Note 3 - **Deposits held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled \$735,845 and \$486,152 at June 30, 2019 and 2018, respectively. The College has recorded an equivalent dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - **Accounts, Grants, and Loans Receivable, net**

Accounts, grants, and loans receivable include the following at June 30,:

	<u>2019</u>	<u>2018</u>
Student accounts receivable	\$ 2,148,440	\$ 2,497,185
Grants receivable	626,127	280,579
Other receivables	48,010	49,658
	<u>2,822,577</u>	<u>2,827,421</u>
Less: Allowance for doubtful accounts	<u>(682,047)</u>	<u>(842,798)</u>
	<u>\$ 2,140,530</u>	<u>\$ 1,984,623</u>

Note 5 - **Investments**

Investments of the Foundation

The following is a summary of investments at June 30,:

<u>Description</u>	<u>2019</u>		<u>2018</u>	
	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>
Equity funds	\$ 3,926,338	\$ 3,992,227	\$ 4,089,866	\$ 4,163,084
Bond funds	<u>1,415,573</u>	<u>1,482,046</u>	<u>1,284,447</u>	<u>1,390,247</u>
	<u>\$ 5,341,911</u>	<u>\$ 5,474,273</u>	<u>\$ 5,374,343</u>	<u>\$ 5,553,331</u>

As of June 30, 2019 and 2018, all investments are level 1 investments and are valued at quoted market value of the shares held at fiscal year-end.

Note 6 - **Capital Assets**

Capital assets consist of the following at June 30, 2019:

	<u>Estimated lives (in years)</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reclassifications & Reductions</u>	<u>Ending Balance</u>
Capital assets, not depreciated:					
Land	-	\$ 103,368	\$ -	\$ -	\$ 103,368
Construction-in-progress	-	<u>178,534</u>	<u>349,181</u>	<u>(106,234)</u>	<u>421,481</u>
Total not depreciated		<u>281,902</u>	<u>349,181</u>	<u>(106,234)</u>	<u>524,849</u>
Capital assets, depreciated:					
Buildings, including improvements Furnishings and equipment	11-40	24,205,320	586,973	106,234	24,898,527
(including the cost of capital leases)	2-10	<u>8,185,004</u>	<u>1,157,314</u>	<u>-</u>	<u>9,342,318</u>
Total depreciated		<u>32,390,324</u>	<u>1,744,287</u>	<u>106,234</u>	<u>34,240,845</u>
Less accumulated depreciation:					
Buildings, including improvements Furnishings and equipment		(15,196,625)	(1,023,947)	-	(16,220,572)
		<u>(7,081,699)</u>	<u>(550,597)</u>	<u>-</u>	<u>(7,632,296)</u>
Total accumulated depreciation		<u>(22,278,324)</u>	<u>(1,574,544)</u>	<u>-</u>	<u>(23,852,868)</u>
Net depreciable assets		<u>10,112,000</u>	<u>169,743</u>	<u>106,234</u>	<u>10,387,977</u>
Capital Assets, Net		<u>\$ 10,393,902</u>	<u>\$ 518,924</u>	<u>\$ -</u>	<u>\$ 10,912,826</u>

Capital assets consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning Balance	Additions	Reclassifications & Reductions	Ending Balance
Capital assets, not depreciated:					
Land	-	\$ 103,368	\$ -	\$ -	\$ 103,368
Construction-in-progress	-	<u>351,326</u>	<u>-</u>	<u>(172,792)</u>	<u>178,534</u>
Total not depreciated		<u>454,694</u>	<u>-</u>	<u>(172,792)</u>	<u>281,902</u>
Capital assets, depreciated:					
Buildings, including improvements	11-40	21,490,649	2,541,879	172,792	24,205,320
Furnishings and equipment (including the cost of capital leases)	2-10	<u>7,204,901</u>	<u>980,103</u>	<u>-</u>	<u>8,185,004</u>
Total depreciated		<u>28,695,550</u>	<u>3,521,982</u>	<u>172,792</u>	<u>32,390,324</u>
Less accumulated depreciation:					
Buildings, including improvements		(14,200,406)	(996,219)	-	(15,196,625)
Furnishings and equipment		<u>(6,437,306)</u>	<u>(644,393)</u>	<u>-</u>	<u>(7,081,699)</u>
Total accumulated depreciation		<u>(20,637,712)</u>	<u>(1,640,612)</u>	<u>-</u>	<u>(22,278,324)</u>
Net depreciable assets		<u>8,057,838</u>	<u>1,881,370</u>	<u>172,792</u>	<u>10,112,000</u>
Capital Assets, Net		<u>\$ 8,512,532</u>	<u>\$ 1,881,370</u>	<u>\$ -</u>	<u>\$ 10,393,902</u>

Note 7 - **Early Retirement Incentive Plan**

The College established an Early Retirement Incentive Program, offered during fiscal year 2018, for the purpose of providing an incentive for staff to retire. Eligibility was limited to employees who were otherwise eligible to retire under the State Retirement System or Optional Retirement Program. Fourteen employees elected to participate in this program during the 2018 fiscal year. These employees received a one-time-only payment of \$7,500 or \$15,000 and 0% to 30% of their current salary depending on the employees' status, as well as their compensated absences balance in fiscal year 2019.

As of June 30, 2019 and 2018, the total liability was \$199,367 and \$878,670, respectively, and is included within accounts payable and accrued liabilities on the statements of net position.

Note 8 - **Non-Current Liabilities**

Non-current liabilities at June 30, 2019 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Lease obligations	\$ 649,093	\$ 685,641	\$ 292,657	\$ 1,042,077	\$ 288,506
Other non-current liabilities:					
Compensated absences	2,317,088	2,329,890	2,317,088	2,329,890	1,656,328
Workers' compensation	261,739	289,449	261,739	289,449	62,810
Net pension liability	2,331,027	741,480	-	3,072,507	-
Net OPEB Liability	4,533,850	862,915	-	5,396,765	-
Total other non-current liabilities	<u>9,443,704</u>	<u>4,223,734</u>	<u>2,578,827</u>	<u>11,088,611</u>	<u>1,719,138</u>
Total Non-Current Liabilities	<u>\$ 10,092,797</u>	<u>\$ 4,909,375</u>	<u>\$ 2,871,484</u>	<u>\$ 12,130,688</u>	<u>\$ 2,007,644</u>

Non-current liabilities at June 30, 2018 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Lease obligations	\$ 78,863	\$ 800,045	\$ 229,815	\$ 649,093	\$ 155,348
Other non-current liabilities:					
Compensated absences	2,200,059	2,317,088	2,200,059	2,317,088	1,682,394
Workers' compensation	225,189	261,739	225,189	261,739	47,375
Net pension liability	1,674,264	656,763	-	2,331,027	-
Net OPEB Liability	2,978,911	1,554,939	-	4,533,850	-
Total other non-current liabilities	<u>7,078,423</u>	<u>4,790,529</u>	<u>2,425,248</u>	<u>9,443,704</u>	<u>1,729,769</u>
Total Non-Current Liabilities	<u>\$ 7,157,286</u>	<u>\$ 5,590,574</u>	<u>\$2,655,063</u>	<u>\$ 10,092,797</u>	<u>\$1,885,117</u>

Capital Leases and Operating Leases

The College leases equipment under various capital leases maturing in December 2023 consisting mainly of computer hardware, software and systems. The College also leases classroom space, and office equipment under various non-cancelable operating leases through June 2021.

The Division of Capital Asset Management and Maintenance (“DCAM”) entered into a lease agreement on behalf of the College to lease classroom and office space in Framingham from the City of Framingham (“Landlord”). The lease, with various extensions from inception, expires on June 30, 2019. During fiscal year 2019, the DCAM signed a new lease agreement to extend the lease for an additional two-year period. Monthly rent payments total \$41,667 over the new lease term. The College is also responsible for the payment of normal operating, maintenance and repair costs associated with the leased premises.

DCAM also entered into a lease agreement on behalf of the College to lease classroom and office space in Ashland from a third-party landlord. The lease, with various extensions from inception, expires on January 31, 2021. Monthly rent payments range from \$34,267 to \$36,271 over the remaining lease term. The College is also responsible for the payment of normal operating, maintenance and repair costs associated with the leased premises.

The College has entered into various operating leases for office equipment. Such leases require monthly payments in level amounts through the latest lease expiration date in June 2021. Certain of the lease agreements contain purchase options at the end of the lease term.

In July 2017, the College entered in to two capital lease agreements to lease computer hardware, software and systems over a term of five years and requiring annual aggregate lease payments of \$174,276.

In August 2018, the College entered into two capital lease agreements to lease computer hardware over a term of five years and requiring aggregate annual lease payments of \$75,810.

In December 2018, the College entered into a capital lease agreement to lease a phone system over a term of five years and requiring annual lease payments of \$76,179.

The following schedule summarizes future minimum payments under capital and operating leases for the years ending subsequent to June 30, 2019:

Years Ending June 30:	<u>Capital Leases - Equipment</u>		<u>Operating Leases</u>		
	<u>Principal</u>	<u>Interest</u>	<u>Classroom Space</u>	<u>Office Equipment</u>	<u>Total</u>
2020	\$ 288,506	\$ 37,759	\$ 928,421	\$ 94,981	\$ 1,023,402
2021	298,643	27,623	753,896	36,169	790,065
2022	309,153	17,113	-	-	-
2023	145,775	6,214	-	-	-
	<u>\$ 1,042,077</u>	<u>\$ 88,709</u>	<u>\$ 1,682,317</u>	<u>\$ 131,150</u>	<u>\$ 1,813,467</u>

The following is a summary of capital assets held under capital leases as of June 30,:

	<u>2019</u>	<u>2018</u>
Equipment	\$ 5,280,171	\$ 4,594,530
Less: accumulated depreciation	<u>(4,251,631)</u>	<u>(3,954,494)</u>
	<u>\$ 1,028,540</u>	<u>\$ 640,036</u>

Amortization of capital assets held under capital leases is included in depreciation expense.

Rent expense on operating leases was \$1,286,164 and \$1,260,564, for the years ended June 30, 2019 and 2018, respectively.

Note 9 - **Pensions**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan - the Massachusetts State Employees' Retirement System - administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which is available online from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$1,993,914, \$1,857,715 and \$1,858,182, for the years ended June 30, 2019, 2018 and 2017, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 12.06%, 11.78% and 9.95% of annual covered payroll for the fiscal years ended June 30, 2019, 2018, and 2017, respectively. The College contributed \$136,730, \$212,373, and \$142,102 for the fiscal years ended June 30, 2019, 2018 and 2017, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019 and 2018, the College reported a liability of \$3,072,507 and \$2,331,027, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2019 and 2018.

The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.023% and 0.018%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized pension income of \$19,625 and \$214,314, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	<u>2019</u>	<u>2018</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Contributions subsequent to the measurement date	\$ 136,730	\$ 212,373
Differences between expected and actual experience	97,434	90,127
Changes in proportion from Commonwealth	8,286	7,984
Changes in plan actuarial assumptions	311,379	242,579
Changes in proportion due to internal allocation	<u>870,386</u>	<u>520,181</u>
Total deferred outflows related to pension	<u>\$ 1,424,215</u>	<u>\$ 1,073,244</u>

	<u>2019</u>	<u>2018</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Differences between projected and actual investments earnings	\$ 834,125	\$ 1,458,960
Differences between expected and actual experience	62,618	63,421
Changes in proportion from Commonwealth	106,797	27,774
Changes in proportion due to internal allocation	<u>584</u>	<u>831</u>
Total deferred inflows related to pension	<u>\$ 1,004,124</u>	<u>\$ 1,550,986</u>

The College's contributions of \$136,730 and \$212,373 made during the fiscal year ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ended	
<u>June 30,</u>	
2020	\$ 199,818
2021	95,304
2022	(37,348)
2023	13,002
2024	<u>12,585</u>
	<u>\$ 283,361</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2019</u>	<u>2018</u>
Measurement date	June 30, 2018	June 30, 2017
Inflation on the first \$13,000 of allowance	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.35%	7.50%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2018 and 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 2018 and rolled forward to June 30, 2018. The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

2019

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	39.0%	5.0%
Portfolio Completion Strategies	13.0%	3.7%
Core Fixed Income	12.0%	0.9%
Private Equity	12.0%	6.6%
Real Estate	10.0%	3.8%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.4%
	100.0%	

2018

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	40.0%	5.0%
Portfolio Completion Strategies	13.0%	3.6%
Core Fixed Income	12.0%	1.1%
Private Equity	11.0%	6.6%
Real Estate	10.0%	3.6%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.2%
Hedge Funds	0.0%	3.6%
	100.0%	

Discount Rate

The discount rate used to measure the total pension liability was 7.35% and 7.5% at June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the

discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

<u>2019</u>		
1.00% Decrease	Current Discount Rate	1.00% Increase
<u>6.35%</u>	<u>7.35%</u>	<u>8.35%</u>
\$ 4,141,226	\$ 3,072,507	\$ 2,159,328
<u>2018</u>		
1.00% Decrease	Current Discount Rate	1.00% Increase
<u>6.50%</u>	<u>7.50%</u>	<u>8.50%</u>
\$ 3,174,762	\$ 2,331,027	\$ 1,651,378

Note 10 - **Other Post-Employment Benefits ("OPEB")**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management

("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2018 and 2017, and as of the valuation date (January 1, 2018 and 2017), participants contributed 0% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute, the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal years 2018 and 2017, 39% and 10%, respectively, of

tobacco settlement proceeds or approximately \$73 million and \$25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal years 2018 and 2017 was set at 30% and 10%, respectively, overriding existing statute.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.79% and 8.92% of annual covered payroll for the fiscal years ended June 30, 2019 and 2018, respectively. The College contributed \$99,703 and \$160,792 for the fiscal years ended June 30, 2019 and 2018, respectively, equal to 100% of the required contribution for the year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2019 and 2018, the College reported a liability of \$5,396,765 and \$4,533,850, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2018 and 2017, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2018 and 2017, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2018 and 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2018 and 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.036% and 0.026%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized OPEB expense of \$821,283 and \$606,418, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	<u>2019</u>	<u>2018</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 99,703	\$ 160,792
Differences between expected and actual experience	65,549	-
Changes in proportion from Commonwealth	17,344	9,489
Changes in proportion due to internal allocation	<u>2,907,728</u>	<u>1,592,477</u>
Total deferred outflows related to OPEB	<u>\$ 3,090,324</u>	<u>\$ 1,762,758</u>
	<u>2019</u>	<u>2018</u>
<u>Deferred Inflows of Resources Related to OPEB</u>		
Differences between projected and actual earnings on OPEB plan investments	\$ 13,476	\$ 8,272
Differences between expected and actual experience	11,519	10,424
Changes in OPEB plan actuarial assumptions	<u>1,658,118</u>	<u>513,505</u>
Total deferred inflows related to OPEB	<u>\$ 1,683,113</u>	<u>\$ 532,201</u>

The College's contribution of \$99,703 and \$160,792 reported as deferred outflows of resources related to OPEB resulting from College contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the following year.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ended	
<u>June 30,</u>	
2020	\$ 299,767
2021	299,767
2022	299,767
2023	271,508
2024	136,699
	<u>\$1,307,508</u>

Actuarial Assumptions

The total OPEB liability for 2019 and 2018 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2018	June 30, 2017
Inflation	3.00%	3.00%
Salary increases	4.0% per year	4.5% per year
Investment rate of return	7.35%, net of OPEB plan investment expense, including inflation	7.5%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	8.0%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for Medical; 5.0% for EGWP; 5.0% for administrative costs	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% for EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2018 and 2017 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2016 and 2015 through December 31, 2017 and 2016, depending upon the criteria being evaluated.

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 and 2016 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2019 and 2018, are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2019 and 2018 was 3.95% and 3.63%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.87% and 3.58%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2025 and 2023 for the fiscal years 2019 and 2018, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.50% and 7.35%, respectively per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

2019		
1.00% Decrease	Current Discount Rate	1.00% Increase
2.95%	3.95%	4.95%
\$ 6,679,417	\$ 5,396,765	\$ 4,838,786
2018		
1.00% Decrease	Current Discount Rate	1.00% Increase
2.63%	3.63%	4.63%
\$ 5,382,043	\$ 4,533,850	\$ 3,859,471

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

2019		
1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 4,486,780	\$ 5,396,765	\$ 6,588,625
2018		
1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 3,751,184	\$ 4,533,850	\$ 5,563,791

(A) - Current healthcare cost trend rate, as disclosed on page 50

(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed on page 50

(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 50

Note 11 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of \$997,596 and \$990,780, at June 30, 2019 and 2018, respectively. The funds are to be used for student grants.

Note 12 - Contingencies

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation and health insurance for which the Commonwealth is self-insured. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances. In addition, the College maintains commercial insurance coverage for certain of those risks.

Management believes such coverage is sufficient to preclude any significant uninsured losses for the covered risks. The separate insurance policies maintained by the College consist of Educator's Legal Liability, commercial crime, general liability, automobile liability, excess liability, and a foreign package policy. There were no significant reductions in insurance coverage from coverage in the prior year. The costs of settled claims have not exceeded policy coverages in any of the past three years.

The Commonwealth's Group Insurance Commission manages health insurance and other benefits for the Commonwealth's active and retired employees. Massachusetts General Laws limit the risk assumed by the Commonwealth for claims of personal injury or property damages to \$100,000 per occurrence, in most circumstances. Various lawsuits are pending or threatened against the College which arose in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened, which would materially affect the College's financial position.

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Note 13 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are comprised of the following for the years ended June 30,:

	<u>2019</u>	<u>2018</u>
Compensation and benefits	\$ 30,765,112	\$ 32,526,537
Supplies and services	11,500,360	10,487,458
Depreciation	1,574,544	1,640,612
Scholarships and fellowships	<u>2,095,638</u>	<u>2,316,086</u>
	<u>\$ 45,935,654</u>	<u>\$ 46,970,693</u>

Note 14 - **Fringe Benefits Programs**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by an eleven-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2019 and 2018, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount

vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Other Employee Benefits

The employees of the College can elect to participate in two defined-contribution plans offered and administered by the Massachusetts Department of Higher Education, an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these Plans and no obligation for any future pay-outs.

Note 15 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements.

Management believes the amount reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The College's state appropriations are comprised of the following for the years ended June 30,:

	<u>2019</u>	<u>2018</u>
Direct Unrestricted Appropriation	16,784,318	16,118,988
Add: Fringe Benefits	5,763,502	5,497,450
Appropriation Reduction 9C		
Day school tuition remitted to the state and included in tuition and fee revenues	<u>(326,150)</u>	<u>(518,465)</u>
Total unrestricted appropriations	22,221,670	21,097,973
Restricted appropriations:		
Performance Incentive Fund	42,758	506
Workforce training	95,022	50,000
State Facilities	<u>504,845</u>	<u>2,073,457</u>
Total Appropriations	<u>\$ 22,864,295</u>	<u>\$ 23,221,936</u>

Note 16 - **Pass-Through Federal Loans**

The College provides student loans through the William D. Ford Federal Direct Lending Program which provides Subsidized and Unsubsidized Stafford Loans at the same rates to students. The U.S. Government is the lender in the Direct Loan program. The College distributed \$2,500,466 and \$2,770,164 for student loans through the Direct Loan Program for the years ended June 30, 2019 and 2018, respectively. These distributions and related funding sources are not included as expenses and revenues nor as cash disbursements and cash receipts in the accompanying financial statements.

Note 17 - **Subsequent Events**

The College is currently planning to build a new campus in Framingham. The College was awarded \$51M from the State of Massachusetts toward the construction of the building. The building will house the Health Science, Early Childhood, and Human Services programs, and will have space to offer general education classes and provide student services. The construction of the new building will help the College fulfill its mission to provide first-rate undergraduate education to the residents of the communities

served. The new building is scheduled to open in Fall 2023. Faculty have already begun conversations with the architects about the layout. The College will be moving forward with a capital campaign to raise \$5M from private funding to ensure that the building has all of the best equipment and resources. In the first months of the campaign, the College has raised \$806K.

During the first quarter of fiscal year 2020, the College added debt in the amount of \$384K related to boosting network infrastructure and cyber security. Yearly payments under the debt agreement amount to \$77K.

**REQUIRED SUPPLEMENTARY
INFORMATION**

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.023%	0.018%	0.012%	0.023%	0.033%
Proportionate share of the collective net pension liability	\$ 3,072,507	\$ 2,331,027	\$ 1,674,264	\$ 2,560,726	\$ 2,469,872
College's covered payroll	\$ 1,802,827	\$ 1,428,161	\$ 922,307	\$ 1,355,528	\$ 2,467,743
College's proportionate share of the net pension liability as a percentage of its covered payroll	170.43%	163.22%	181.53%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 136,730	\$ 212,373	\$ 142,102	\$ 87,189	\$ 140,839
Contributions in relation to the statutorily required contribution	<u>(136,730)</u>	<u>(212,373)</u>	<u>(142,102)</u>	<u>(87,189)</u>	<u>(140,839)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,133,748	\$ 1,802,827	\$ 1,428,161	\$ 922,307	\$ 1,355,528
Contribution as a percentage of covered payroll	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.036%	0.026%
Proportionate share of the collective net OPEB liability	\$ 5,396,765	\$ 4,533,850
College's covered payroll	\$ 1,802,827	\$ 1,428,161
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	299.35%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	7.38%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 99,703	\$ 160,792
Contributions in relation to the statutorily required contribution	<u>(99,703)</u>	<u>(160,792)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,133,748	\$ 1,802,827
Contribution as a percentage of covered payroll	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

Note 1 - **Change in Plan Assumptions**

Measurement date – June 30, 2018

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Measurement date – June 30, 2017

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

**INDEPENDENT AUDITORS' REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL
PROGRAM; REPORT ON INTERNAL CONTROL OVER
COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS REQUIRED
BY THE *UNIFORM GUIDANCE***



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
 Massachusetts Bay Community College
 Wellesley, Massachusetts

Report on Compliance for Each Major Federal Program

We have audited Massachusetts Bay Community College's (an agency of the Commonwealth of Massachusetts) (the "College") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the College's major federal programs for the year ended June 30, 2019. The College's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the College's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on Each Major Federal Program

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as Finding 2019-001. Our opinion on each major federal program is not modified with respect to this matter.

The College's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The College's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses; however, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards

We have audited the financial statements of the College, as of, and for, the year ended June 30, 2019. We issued our report thereon dated October 1, 2019 which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



Certified Public Accountants
Braintree, Massachusetts

October 1, 2019

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Massachusetts Bay Community College
Wellesley, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Massachusetts Bay Community College (the "College") which comprise the statements of net position as of June 30, 2019, and the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 1, 2019

**SUPPLEMENTAL INFORMATION AND
INFORMATION REQUIRED BY
UNIFORM GUIDANCE**

**SCHEDULE OF EXPENDITURES OF
FEDERAL AWARDS**

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Federal Expenditures	Passed Through to Subrecipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 97,498	\$ -
Federal Work-Study Program	84.033	N/A	N/A	46,101	-
Federal Pell Grant Program	84.063	N/A	N/A	4,337,673	-
Federal Direct Student Loans	84.268	N/A	N/A	<u>2,500,466</u>	<u>-</u>
Total Student Financial Assistance Cluster				<u>6,981,738</u>	<u>-</u>
RESEARCH AND DEVELOPMENT CLUSTER					
National Science Foundation:					
Direct Awards:					
Education and Human Resources	47.076	N/A	N/A	214,378	84,936
Pass-through Awards:					
Education and Human Resources	47.076	Boston College	1501451	76,623	-
Education and Human Resources	47.076	Northeastern University	502411-78052	<u>17,722</u>	<u>-</u>
Total National Science Foundation				<u>308,723</u>	<u>84,936</u>
U.S. Department of Health and Human Services					
Direct Awards:					
National Institutes of Health - Biomedical Research and Research Training - Bridges to the Baccalaureate	93.859	University of Massachusetts - Boston	B000482065	<u>20,472</u>	<u>-</u>
Total Research and Development Cluster				<u>329,195</u>	<u>84,936</u>
NON-CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Title III Part A Strengthening Institutions Program	84.031A	N/A	N/A	<u>215,161</u>	<u>-</u>
Corporation for National and Community Service					
Direct Awards:					
Federal AmeriCorps Program	94.006	N/A	N/A	<u>25,609</u>	<u>-</u>
Total Non-Cluster				<u>240,770</u>	<u>84,936</u>
Total Federal Funds				<u>\$ 7,551,703</u>	<u>\$ 84,936</u>

See the accompanying notes to the Schedule of Expenditures of Federal Awards.

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the “Schedule”) includes the federal award activity of Massachusetts Bay Community College (the “College”) under programs of the Federal Government for the year ended June 30, 2019. The information on this Schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of the College, it is not intended to, and does not present, the financial position, changes in net position or cash flows of the College.

Note 2 - **Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

Note 3 - **Indirect Cost Rate**

The College has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4 - **Federal Direct Student Loans**

The College disbursed \$2,500,466 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. The College is only responsible for the performance of certain administrative duties and, accordingly, there are no significant continuing compliance requirements and these loans are not included in the College’s financial statements.

Section I – Summary of Auditors’ Results:***Financial Statements***

Type of auditors’ report issued:

Unmodified

Internal control over financial reporting:

- Material weaknesses identified? yes no
- Significant deficiencies identified that are not considered to be material weaknesses? yes no

Noncompliance material to the financial statements noted?

 yes no***Federal Awards***

Type of auditors’ report issued on compliance for major programs:

Unmodified

Internal control over major programs:

- Material weaknesses identified? yes no
- Significant deficiencies identified that are not considered to be material weaknesses? yes no

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

 yes no

Identification of Major Programs

Name of Federal Program or Cluster	CFDA Number
Student Financial Assistance Cluster	
Federal Supplemental Educational Opportunity Grant Program	84.007
Federal Work-Study Program	84.033
Federal Pell Grant Program	84.063
Federal Direct Student Loans (Note 4)	84.268
Federal AmeriCorps Program	94.006
Title III Part A	84.031A

Dollar threshold used to distinguish between
type A and type B programs:

\$750,000

Auditee qualified as a low-risk auditee?

yes no

Required reporting for the Pell Grant and Direct Loan Programs

Sample Description	<i>Sample</i>			<i>Population from Which Sample Was Drawn</i>	
	OPEID	Number of Students Receiving Pell Funds	Amount of Pell Funds Disbursed	Number of Students Receiving Pell Funds	Amount of Pell Funds Disbursed
Pell Disbursement Testing	00217100	36	\$160,066	1,207	\$4,337,673
Return of Pell Testing	00217100	10	\$29,833	93	\$196,948

Required reporting for the Pell Grant and Direct Loan Programs - Continued

Sample Description	Sample			Population from Which Sample Was Drawn	
	OPEID	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed
Direct Loan Disbursement Testing	00217100	23	\$99,295	626	\$2,500,466
Return of Direct Loan Testing	00217100	10	\$45,897	36	\$140,917

There were no material or immaterial findings related to Pell grants and the Direct Loan program during award year 2019.

Section II – Financial Statement Findings:

None

Section III – Federal Award Findings and Questioned Costs:

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Federal Work Study (“FWS”)
CFDA #: 84.033
Award year: 2019

Criteria

According to 34 C.F.R. Section 675.18(g):

For the 2000-2001 award year and subsequent award years, an institution must use at least seven percent of the sum of its initial and supplemental FWS allocations for an award year to compensate students employed in community service activities. In meeting this community service requirement, an institution must include at least one:

- (1) Reading tutoring project that employs one or more FWS students as reading tutors for children who are preschool age or are in elementary school; or
- (2) Family literacy project that employs one or more FWS students in family literacy activities.

According to 34 C.F.R Section 675.2(b):

The Secretary defines other terms used in this part as follows:

Community services: Services which are identified by an institution of higher education, through formal or informal consultation with local nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs.

Condition

Regulations require that the College use at least 7% of its Federal Work Study funds to compensate students employed in a community service activity. In addition, at least one student must be compensated for holding a literacy related community service position. As of June 30, 2019, the College did not have a Federal Work Study program that meet the definition of community service, and as such, did not have a student who was employed in a work study program related to literacy.

Cause

The College has had difficulty participating in work study programs related to community service due to two major factors:

1. The College is a small community college, where much of its population prefers to remain on campus, and
2. The College is in Wellesley, MA, an affluent area, with fewer than normal community service opportunities. As such there are fewer opportunities for the College to engage in community service related activities on a regular basis within a reasonable distance from campus.

Effect

The College does not have Federal Work Study programs that involve community service and as such did not meet the Federal Work Study earmarking requirement as well as the Federal Work Study literacy requirement.

Questioned Costs

\$3,227

Perspective

According to Curtis Cormier, Director of Financial Aid, there were no work study programs that could be considered community service within a reasonable radius of the College.

Recommendation

We recommend that the College continue in their attempts to pursue work study programs at local organizations and K-12 schools in the area.

Identification as a Repeat Finding, if applicable

See finding 2018-003 included in the summary schedule of prior year findings.

Views of Responsible Officials

The College concurs with the auditors' finding.



MassBay Community College
 Wellesley Hills Campus
 50 Oakland Street
 Wellesley Hills, MA 02481
 Tel: 781.239.3000

Management's Summary Schedule of Prior Audit Finding

Year Ended June 30, 2019

Finding number:	2018-001
Federal agency:	U.S. Department of Education
Programs:	Federal Pell Program
CFDA #:	84.063
Award year:	2018

Condition

When a recipient of Title IV funds withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the proper amount of Title IV funds to be refunded as of the recipient's withdrawal date. The institution should complete a "Treatment of Title IV Funds when a Student Withdraws from a Credit-Hour Program" worksheet in order to determine the proper amount of Title IV funds to be refunded. Once a recipient's withdrawal date is determined, an institution needs to calculate the percentage of the payment period or period of enrollment completed. The percentage of the payment period or period of enrollment completed represents the percentage of Title IV funds earned by the recipient. The statute specifies that a student is responsible for all unearned Title IV program assistance that the school is not required to return. The initial amount of unearned Title IV aid due from the student (or parent, for Direct PLUS Loan funds) is determined by subtracting the amount returned by the school from the total amount of unearned Title IV funds to be returned. This is called the initial amount due from the student because a student does not have to return the full amount of any grant repayment due. Therefore, the student may not have to return the full initial amount due.

Award Year 2018

Of the fourteen students selected for testing, four students or 28.6% of our sample was incorrectly calculated. Of the four students incorrectly calculated, two were tested for the Fall 2017 semester and two were tested for the Spring 2018 semester.

Current Status

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.



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Management's Summary Schedule of Prior Audit Finding - Continued

Year Ended June 30, 2019

Finding number: 2018-002
Federal agency: U.S. Department of Education
Programs: Federal Pell Program
CFDA #: 84.063
Award year: 2018

Condition

The Federal Government requires the College to have sufficient internal controls in place to detect and resolve conflicting information between the students' Institutional Student Information Record ("ISIR") and various other sources of information. In a sample of forty students, one student self-certified conflicting information on their ISIR. The College subsequently did not obtain the necessary documentation before awarding aid.

Award Year 2018

Of forty students selected for testing, one student or 2.5% of our sample self-certified conflicting information on their ISIR. All other selection records were accurate and reviewed properly.

Current Status

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.



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Management's Summary Schedule of Prior Audit Finding - Continued

Year Ended June 30, 2019

Finding number: 2018-003
Federal agency: U.S. Department of Education
Programs: Federal Work Study ("FWS")
CFDA #: 84.033
Award year: 2018

Condition

Regulations require that the College use at least 7% of its Federal Work Study funds to compensate students employed in a community service activity. In addition, at least one student must be compensated for holding a literacy related community service position. As of June 30, 2018, the College did not have a Federal Work Study program that meet the definition of community service, and as such, did not have a student who was employed in a work study program related to literacy.

Award Year 2018

According to Curtis Cormier, Director of Financial Aid, there were no work study programs that could be considered community service.

Current Status

The corrective action plan was partially implemented in the current year. The College is looking to achieve a sufficient community service program in award year 2019.



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Management's Summary Schedule of Prior Audit Finding - Continued

Year Ended June 30, 2019

Finding number: 2018-004
Federal agency: U.S. Department of Education
Programs: Federal Direct Student Loans and Federal Pell Program
CFDA #: 84.063, 84.268
Award year: 2018

Condition

Massachusetts Bay Community College's policy is to report student enrollment to a contracted third party, the National Student Clearinghouse ("NSC"). Massachusetts Bay Community College utilized the NSC to facilitate its responsibility to notify the National Student Loan Data System ("NSLDS") of changes in the enrollment status of students. However, Massachusetts Bay Community College is ultimately responsible to ensure that NSLDS is properly and timely notified of all student enrollment status changes. Massachusetts Bay Community College reports an initial enrollment status and subsequent changes in enrollment status to the NSC based on a pre-determined schedule throughout each semester.

Award Year 2018:

Of 40 students selected for testing, 1 student or 2.5% of our sample had a status change reported in excess of the allowable days to be transmitted to NSLDS. Additionally, 4 students or 5% had a status change that was not reported accurately to the NSLDS.

Award Year 2017:

Of 50 students selected for testing, one student or 2% of our sample had a status change that was not reported in to the NSLDS.

Award Year 2016:

Of 51 students selected for testing, five students or 10% of our sample had a status change reported in excess of the allowable days to be transmitted to NSLDS. Additionally, two students or 4% had a status change that was not reported to the NSLDS.

Award Year 2015:

Of 40 students selected for testing, six students or 15% of our sample had a status change reported in excess of the allowable days to be transmitted to NSLDS. Additionally, one student or 2.5% had a status change that was not reported to the NSLDS.



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Management's Summary Schedule of Prior Audit Finding - Continued

Year Ended June 30, 2019

Award Year 2014:

Of 35 students selected for testing, 31 students or 89% of our sample had a status change reported in excess of the allowable days to be transmitted to NSLDS. Additionally, 24 students or 77% had a status change that was not reported to the NSLDS.

Award Year 2013:

Of 25 students selected for testing, 6 students or 24% of our sample had a status change reported in excess of the allowable days to be transmitted to the NSLDS.

Award Year 2012:

Of 20 students selected for testing, 4 students or 20% of our sample had a status change reported in excess of the allowable days to be transmitted to NSLDS.

Current Year Status:

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.



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Management's Corrective Action Plan

Year Ended June 30, 2019

Finding number:	2019-001
Federal agency:	U.S. Department of Education
Programs:	Federal Work Study ("FWS")
CFDA #:	84.033
Award year:	2019

Corrective Action

The College has created a Student Employment Office, with a half-time position dedicated to student employment. One of the primary roles of this position is to build partnerships with our local community organizations in order to develop Federal Work Study (FWS) positions, which meet the community service requirements. With the inception of this office and position, the College's community partnerships have increased from one to six. We are also addressing the difficulties of attracting applicants for these positions by actively marketing the FWS positions. The College has added indicators on eligible students' accounts to make them aware of these opportunities. Students now receive weekly communications until FWS students occupy all positions. The College has also continued to incentivize these positions by increasing the hourly rate of pay in order to offset the travel expenses.

Timeline for Implementation of Corrective Action Plan:

This new procedure was implemented during the 2019 fiscal year.

Contact Person

Curtis Cormier
 Director of Financial Aid



New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781)-425-7785 • fax: (781) 425-1001
<http://neche.org>

INTERIM REPORT FORMS

Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$) indicate where figures will be calculated automatically based on data entered in other cells.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input type="checkbox"/>		
Most Recent Year	<input type="checkbox"/>	2019	Yes
1 Year Prior	<input type="checkbox"/>	2018	Yes
2 Years Prior	<input type="checkbox"/>	2017	Yes

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	massbay.edu/about-us/mission	

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

	Year approved by governing board	Effective Dates	Website location
Immediately prior Strategic Plan	2012	2012-2017	https://s3.amazonaws.com/massbayedu-new/about-us/strategic-plan-2012-2017.pdf
Current Strategic Plan	2018	2018-2022	https://s3.amazonaws.com/massbayedu-new/about-us/strategic-plan-2018-2022.pdf
Next Strategic Plan	2022		

Other institution-wide plans*

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

	Year completed	Effective Dates	Website location

Plans for major units (e.g., departments, library)*

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
 Program review schedule (e.g., every 5 years)

Website location

*Insert additional rows, as appropriate.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

Name of the sponsoring entity
 Website location of documentation of relationship

Massachusetts Department of Higher Education
https://www.mass.edu/system/aboutsystem.asp

Governing Board

By-laws
 Board members' names and affiliations

Website location
https://www.massbay.edu/member/board-of-trustees

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
u Main campus	Wellesley Hills	1/1/1961	4,830	4,539	3,878
u Other principal campuses	Framingham	09/01/1992	1,329	1,377	1,155
u Branch campuses (US)					
u Other instructional locations (US)	Ashland + other locations	6/12/2001	141	151	158
u Branch campuses (overseas)					
u Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
Distance Learning Programs					
Programs 50-99% on-line	17		1,364	1,154	950
Programs 100% on-line					
u Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

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

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.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,116							1,116
Main Campus PT	1,226							1,226
Other Principal Campus FT	45							45
Other Principal Campus PT	146							146
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	95							95
Other Locations PT	27							27
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	41							41
Distance education PT	234							234
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,930	0	0	0	0	0	0	2,930
Total FTE	1,940.80							1,940.80
Enter FTE definition:	total credits attempted/15							
Degrees Awarded, Most Recent Year	479							479

Notes:

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

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	35	48		83	1,116	1,199
Main Campus PT	53	463		516	1,226	1,742
Other Principal Campus FT	45	1		46	45	91
Other Principal Campus PT	142	86		228	146	374
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT	2			2	95	97
Other Locations PT	1			1	27	28
Overseas Locations FT				0	0	0
Overseas Locations PT				0	0	0
Distance education FT	1	22		23	41	64
Distance education PT	15	204		219	234	453
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	294	824		1,118	2,930	4,048
Total FTE	167	299		466	1,941	2407
Enter FTE definition:	Total attempted credits divided by 15.					
Certificates Awarded, Most Recent Year	178					

Notes:

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

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

Please enter any explanatory notes in the box below

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
For Fall Term, as of Census Date					
Certificate					
Accounting (Cert)	14	16	7	8	8
Advanced Cyber Security (Cert)	1	3	1	1	1
Automotive Technology - Toyota (Cert)	3	6	4	3	3
Business IT (Cert)	1				
Central Processing Technology (Cert)	14	17	16	12	12
Communication (Cert)	4	1	3		
Computed Tomography (Cert)			12	11	11
Computer Aided Design (Cert)	7	2	4	11	11
Computer Networking (Cert)				1	1
Cyber Security (Cert)	7	8	7	11	11
Early Childhood Education (Cert)	22	23	29	21	21
Emergency Medical Technician (Cert)	24	26	14	23	23
Entrepreneurship (Cert)	8	18	7	11	11
Hospitality Management (Cert)	6	3	3	4	4
Human Services Direct Support Grant (Cert)	1	1	7	18	18
Human Services (Cert)	10	13	11	7	7
Infant-Toddler Teacher (Cert)	8	9	9	7	7
Information Technology (Cert)	8	8	5	4	4
Interior Design (Cert)	30	36	20	20	20
Liberal Arts:Community Health (Cert)	1	1			
Management (Cert)	9	10	5	10	10
Manufacturing Innovation	3	3			
Manufacturing Technology	3	5	2	2	2
Marketing (Cert)	3	7	3	8	8
Medical Office Administrative Assistant (Cert)	20	15	6	13	13
Medical Coding (Cert)	25	16	17	16	16
Paralegal Studies (Cert)	9	8	4	7	7
Paramedicine (Cert)	15	25	6	16	16
Phlebotomy (Cert)	13	15	17	15	15
Practical Nursing (Cert)	34	23	20	20	20
Surgical Technology (Cert)	22	18	22	12	12
Technology Support (Cert)	2	1			
Web Designer Certificate	7	8	3	1	1
Web Developer Certificate	3	5		1	1
Web Master Certificate	1	2	1		
Associate					
Accounting (AS)	66	57	50	42	42
Accounting MassTrans Opt (AS)	17	22	20	17	17
Auto Tech - BMW (AS)	32	32	36	38	38
Auto Tech - Chrysler (AS)	19	24	22	19	19
Auto Tech - GM (AS)	24	32	33	28	28
Auto Tech - Toyota (AS)	40	36	28	37	37
Biotechnology (AS)	40	31	41	41	41
Biotechnology - Forensic Science (AS)	34	16	6	4	4
Biotechnology - Marine Biotech Option (AS)	9	13	2		
Business Administration (AS)	350	338	327	317	317
Computer Information Systems (AS)	47	33	38	37	37
Computer Science (AS)	129	140	142	143	143
Criminal Justice (AS)	195	190	170	163	163
Cyber Security (AS)	2	18	45	50	50
Early Childhood Education (AS)	105	92	74	58	58

Electrical and Computer Engineering (AS)	43	49	49	30	30
Electronics Technology (AS)	6	4	1		
Engineering (AS)	63	64	72	44	44
Engineering Design (AS)	43	42	31	33	33
Environmental Sciences & Safety (AS)	24	20	16	16	16
General Business - Hospitality Management (AS)	35	32	26	26	26
General Business (AS)	141	124	124	142	142
General Studies (AA)	136	149	120	120	120
General Studies (AS)	852	838	822	643	643
General Studies Auto (AS)	2	1			
General Studies: Lab Animal Care	1				
General Studies:Math (AA)	20	21	26	24	24
Information Systems Management	23	20	15	10	10
Information Systems Technology	20	27	26	26	26
International Business (AS)	22	29	30	21	21
Liberal Arts - Early Childhood Education (AA)	52	46	40	30	30
Liberal Arts - Elementary Education (AA)	41	33	31	29	29
Liberal Arts - Global Studies Option (AS)	11	10	2		
Liberal Arts - Communication (AA)	72	65	61	44	44
Liberal Arts - English (AA)	20	25	26	31	31
Liberal Arts - Human Services (AA)	70	60	53	42	42
Liberal Arts - Psychology/Sociology (AA)	146	133	134	171	171
Liberal Arts:Community Health (AA)	5	1			
Liberal Arts (AA)	334	295	298	280	280
Life Sciences (AS)	46	62	65	63	63
Mechanical Engineering (AS)	58	51	39	37	37
Nursing (AS)	47	39	29	12	12
Paralegal Studies (AS)	22	21	15	23	23
Radiologic Technology (AS)	48	49	46	39	39
Undeclared	1005	893	872	824	824
Baccalaureate					
Total Undergraduate	4,855	4,629	4,368	4,048	4,048

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)
For Fall Term, as of Census Date					
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2)	(Fall 2)
Undergraduate	42558	40496	38145	36103	36103
Graduate					
Total	42,558	40,496	38,145	36,103	36,103

**Standard 4: The Academic Program
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class					

Free-standing sessions				
Branch/other locations				
Sessions embedded in a class				
Free-standing sessions				
Online sessions				
URL of Information Literacy Reports				

Please enter any explanatory notes in the box below

Standard 5: Students (Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior FY 2017	2 Years Prior FY 2018	1 Year Prior FY 2019	Current Year FY 2020	Goal (specify year) FY 2021
Freshmen - Undergraduate	?					
Completed Applications	?	1,952	2,448	2,589	2,340	2,340
Applications Accepted	?	1,944	2,358	2,493	2,219	2,219
Applicants Enrolled	?	765	943	885	830	830
% Accepted of Applied		99.6%	96.3%	96.3%	94.8%	94.8%
% Enrolled of Accepted		39.4%	40.0%	35.5%	37.4%	37.4%
Percent Change Year over Year						
Completed Applications		na	25.4%	5.8%	-9.6%	0.0%
Applications Accepted		na	21.3%	5.7%	-11.0%	0.0%
Applicants Enrolled		na	23.3%	-6.2%	-6.2%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		782	818	885	830	830
Applications Accepted		736	780	297	213	213
Applications Enrolled		321	297	143	101	101
% Accepted of Applied		94.1%	95.4%	33.6%	25.7%	25.7%
% Enrolled of Accepted		43.6%	38.1%	48.1%	47.4%	47.4%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
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		-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students (Enrollment, Fall Term)

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



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Goal (specify year) (Fall 2020)
UNDERGRADUATE						
First-time	Full-Time Headcount	567	553	534	520	520
	Part-Time Headcount	453	490	391	381	381
	Total Headcount	1,020	1,043	925	901	901
	Total FTE*	751	737	674	658	658
Continuing and Transfer	Full-Time Headcount	989	922	871	860	860
	Part-Time Headcount	1,841	1,771	1,700	1,463	1,463
	Total Headcount	2,830	2,693	2,571	2,323	2,323
	Total FTE*	1,730	1,639	1,557	1,450	1,450
Non-Degree	Full-Time Headcount	69	64	66	71	71
	Part-Time Headcount	936	829	806	753	753
	Total Headcount	1,005	893	872	824	824
	Total FTE*	357	324	312	299	299
Total Undergraduate Students						
	Full-Time Headcount	1,625	1,539	1,471	1,451	1,451
	Part-Time Headcount	3,230	3,090	2,897	2,597	2,597
	Total Headcount	4,855	4,629	4,368	4,048	4,048
	Total FTE	2,837	2,700	2,543	2,407	2,407
	% Change FTE Undergraduate	na	-4.8%	-5.8%	-5.4%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	4,855	4,629	4,368	4,048	4,048
	Grand Total FTE	2,837	2,700	2,543	2,407	2,407
	% Change Grand Total FTE	na	-4.8%	-5.8%	-5.4%	0.0%

Please enter any explanatory notes in the box below

* Total credits / 15

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

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

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

? **Three-year Cohort Default Rate**
 ? **Three-year Loan repayment rate**
 (from College Scorecard)

2015	2016	2017
12.7	13.3	11.3
57%		

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2)	(FY 2)

? **Student Financial Aid**

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

\$6,322,987	\$7,976,520	\$7,028,623		
\$3,861,701	\$5,074,416	\$4,491,674		
\$2,461,286	\$2,902,104	\$2,536,949		
\$1,236,241	\$996,508	\$1,406,622		
\$165,595	\$203,366	\$205,985		
\$165,595	\$203,366	\$205,985		
\$0	\$0	\$0		
\$58,869	\$55,775	\$40,117		
\$166,312	\$246,661	\$186,157		

Student Debt*

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

Undergraduates		34%	35%		
Graduates					
First professional students					

For students with debt:

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

Undergraduates		\$9,560	\$8,655		
Graduates					
First professional students					

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

Undergraduates		\$6,118	\$5,098		
Graduate Students					
First professional students					

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

English as a Second/Other Language	3%	3%	3%		
English (reading, writing, communication skills)	25%	26%	28%		
Math	31%	35%	32%		
Other					

Please enter any explanatory notes in the box below

* The FY 2019 student debt numbers are based on the 2011 cohort, and the FY 2018 numbers on the 2010 cohort.
 ** This is for all students who were first time students at any point in the fiscal year.

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

3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)
--------------------------------	--------------------------------	-------------------------------	----------------------------

? Number of Faculty by category

Full-time	75	72	70	67
Part-time				
Adjunct	227	269	284	290
Clinical				
Research				
Visiting				
Other; specify below:				
Total	302	341	354	357

Percentage of Courses taught by full-time faculty

39.00%	40.00%	40.00%	39.00%
--------	--------	--------	--------

? Number of Faculty by rank, if applicable

Professor	44	40	35	27
Associate	15	19	19	18
Assistant	16	13	16	22
Instructor				
Other; specify below:				
Total	75	72	70	67

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors	37	40	39	37
Instructional Designers				
Other; specify below:				
Total	39	42	41	39

Please enter any explanatory notes in the box below

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

3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year (FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor							
Associate	1	4		7		7	
Assistant	5						
Instructor							
No rank							
Other							
Total	6	0	4	0	7	0	7

Number of Faculty in Tenured Positions

Professor	43	40		35		27	
Associate	6	13		11		15	
Assistant	3	2		1		3	
Instructor							
No rank							
Other							
Total	52	0	55	0	47	0	45

Number of Faculty Departing

Professor	4	5		10		3	
Associate	2	2		1		1	
Assistant	2	1				1	
Instructor							
No rank							
Other							
Total	8	0	8	0	11	0	5

Number of Faculty Retiring

Professor							
Associate							
Assistant							
Instructor							
No rank							
Other							
Total	0	0	0	0	0	0	0

Please enter any explanatory notes in the box below

Data about new hires and tenure status are from the IPEDS Human Resources report submitted for the fiscal year referenced in the table above. The time period for each metric in the table is based on those specified by IPEDS. Using FY2017 as an example, the table includes new hires between 11/1/15 and 10/31/2016, tenure status as of 11/1/16 and departures/retirements between 11/1/15 and

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

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

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

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2017)			(FY 2018)			(FY 2019)			(FY 2)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	75	227	302	72	269	341	70	284	354	67	290	357
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	2	0	2	2	0	2	2	0	2	2	0	2
Library Technicians	2	1	3	2	5	7	2	4	6	2	5	7
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	39	46	85	40	57	97	37	38	75	37	46	83
Management Occupations	52	0	52	57	0	57	52	0	52	58	0	58
Business and Financial Operations	5	0	5	7	0	7	8	0	8	7	0	7
Computer, Engineering and Science	13	0	13	11	0	11	12	0	12	11	0	11
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	0	0	0	0	0	0	0	0	0	0	0
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	5	0	5	6	0	6	5	0	5	6	0	6
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	44	1	45	43	7	50	47	9	56	40	14	54
Natural Resources, Construction, Maintenance	8	0	8	8	0	8	8	0	8	7	0	7
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	245	275	520	248	338	586	243	335	578	237	355	592

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (/)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY2019)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☺ Cash and Short Term Investments	\$12,729	\$14,854	\$16,400	16.7%	10.4%
☺ Cash held by State Treasurer	\$0	\$0	\$0	-	-
☺ Deposits held by State Treasurer	\$187	\$486	\$736	159.9%	51.4%
☺ Accounts Receivable, Net	\$2,259	\$1,985	\$2,141	-12.1%	7.9%
☺ Contributions Receivable, Net	\$14	\$0	\$43	-100.0%	-
☺ Inventory and Prepaid Expenses	\$163	\$0	\$87	-100.0%	-
☺ Long-Term Investments	\$5,280	\$5,553	\$5,474	5.2%	-1.4%
☺ Loans to Students	\$0	\$0	\$0	-	-
☺ Funds held under bond agreement	\$0	\$0	\$0	-	-
☺ Property, plants, and equipment, net	\$8,512	\$10,394	\$10,913	22.1%	5.0%
☺ Other Assets	\$638	\$2,836	\$4,515	344.5%	59.2%
Total Assets	\$29,782	\$36,108	\$40,309	21.2%	11.6%
LIABILITIES (in 000s)					
☺ Accounts payable and accrued liabilities	\$4,388	\$6,116	\$5,055	39.4%	-17.3%
☺ Deferred revenue & refundable advances	\$1,466	\$1,765	\$1,693	20.4%	-4.1%
☺ Due to state	\$0	\$0	\$0	-	-
☺ Due to affiliates	\$0	\$0	\$87	-	-
☺ Annuity and life income obligations	\$0	\$0	\$0	-	-
☺ Amounts held on behalf of others	\$0	\$0	\$0	-	-
☺ Long-term investments	\$0	\$0	\$0	-	-
☺ Refundable government advances	\$0	\$0	\$0	-	-
☺ Other long-term liabilities	\$7,608	\$10,291	\$12,810	35.3%	24.5%
Total Liabilities	\$13,462	\$18,172	\$19,645	35.0%	8.1%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$1,983	\$1,399	\$3,907	-29.5%	179.3%
☺ Foundation	\$1,894	\$2,456	\$2,226	29.7%	-9.4%
Total	\$3,877	\$3,855	\$6,133	-0.6%	59.1%
Temporarily restricted net assets					
Institutional	\$8,809	\$10,735	\$10,868	21.9%	1.2%
☺ Foundation	\$2,201	\$1,787	\$2,082	-18.8%	16.5%
Total	\$11,010	\$12,522	\$12,950	13.7%	3.4%
Permanently restricted net assets					
Institutional	\$0	\$0	\$0	-	-
☺ Foundation	\$1,433	\$1,559	\$1,581	8.8%	1.4%
Total	\$1,433	\$1,559	\$1,581	8.8%	1.4%
Total Net Assets	\$16,320	\$17,936	\$20,664	9.9%	15.2%
TOTAL LIABILITIES and NET ASSETS	\$29,782	\$36,108	\$40,309	21.2%	11.6%

Please enter any explanatory notes in the box below

Other assets (line 15) is deferred outflows of resources relating to OPEB and Pension. Cells C26,D26 and E26 include liabilities (deferred inflows of resources) relating to OPEB and Pension in the amounts of \$2,085K, 2083K and 2687K, respectively. The assets and liabilities of the Foundation are included in the assets and liabilities sections.

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

Fiscal Year ends - month& day: (/)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2)	Next Year Forward (FY 2)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$20,614	\$20,544	\$19,196		
?	Room and board	\$0	\$0	\$0		
?	Less: Financial aid	-\$6,495	-\$6,991	-\$6,852		
	Net student fees	\$14,119	\$13,553	\$12,344	\$0	\$0
?	Government grants and contracts	\$9,245	\$10,199	\$11,025		
?	Private gifts, grants and contracts	\$1,154	\$912	\$1,778		
?	Other auxiliary enterprises	\$283	\$208	\$208		
	Endowment income used in operations					
?	Other revenue (specify):					
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$24,801	\$24,872	\$25,355	\$0	\$0
OPERATING EXPENSES (in 000s)						
?	Instruction	\$17,190	\$18,698	\$17,603		
?	Research	\$0	\$0	\$0		
?	Public Service	\$81	\$80	\$90		
?	Academic Support	\$4,032	\$4,000	\$4,054		
?	Student Services	\$5,426	\$6,544	\$6,326		
?	Institutional Support	\$7,430	\$7,319	\$7,519		
	Fundraising and alumni relations	\$0	\$0	\$0		
?	Operation, maintenance of plant (if not allocated)	\$6,095	\$6,373	\$6,674		
?	Scholarships and fellowships (cash refunded by public institution)	\$1,925	\$2,316	\$2,096		
?	Auxiliary enterprises	\$0	\$0	\$0		
?	Depreciation (if not allocated)	\$1,320	\$1,640	\$1,574		
?	Other expenses (specify):	\$0	\$0	\$0		
	Other expenses (specify):	\$0	\$0	\$0		
	Total operating expenditures	\$43,499	\$46,970	\$45,936	\$0	\$0
	Change in net assets from operations	-\$18,698	-\$22,098	-\$20,581	\$0	\$0
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$20,983	\$21,148	\$22,359		
?	Investment return	\$106	\$243	\$391		
?	Interest expense (public institutions)	-\$13	-\$24	-\$34		
	Gifts, bequests and contributions not used in operations	\$0	\$0	\$0		
?	Other (specify):					
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$21,076	\$21,367	\$22,716	\$0	\$0
	Income before other revenues, expenses, gains, or losses	\$2,378	-\$731	\$2,135	\$0	\$0
?	Capital appropriations (public institutions)	\$116	\$2,073	\$505		
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,494	\$1,342	\$2,640	\$0	\$0

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2)	Next Year Forward (FY 2)
(in 000s)	Long-term Debt					
	Beginning balance	\$908	\$79	\$649		
	Additions	\$0	\$800	\$686		
	Reductions	(\$829)	(\$230)	(\$293)		
	Ending balance	\$79	\$649	\$1,042	\$0	\$0
	Interest paid during fiscal year	\$13	\$24	\$34		
	Current Portion	\$79	\$155	\$289		
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	269.58	138.95	78.50		
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.00	0.04	0.05		
	Debt to Assets Ratio Long-term Debt / Total Assets	0.00	0.02	0.03		
<p>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</p> <p>None</p>						
<p>Line(s) of Credit: List the institutions line(s) of credit and their uses.</p> <p>None</p>						
<p>Future borrowing plans (please describe).</p> <p>From time to time we enter into capital leases to fund technology needs. Subsequent to June 30, 2019, the College added debt in the amount of \$384K related to boosting network infrastructure and cyber security. Yearly payments under the debt agreement amount to \$77K over a 5-year period.</p>						

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2)	Next Year Forward (FY 2)
(in 000s)						
NET ASSETS						
	Net assets beginning of year	\$11,163	\$10,793	\$12,135		
	Total increase/decrease in net assets	(\$370)	\$1,342	\$2,640		
	Net assets end of year	\$10,793	\$12,135	\$14,775	\$0	\$0
FINANCIAL AID						
Source of funds						
Unrestricted institutional						
	Federal, state and private grants	\$8,420	\$9,307	\$8,948		
	Restricted funds			\$0		
	Total	\$8,420	\$9,307	\$8,948	\$0	\$0
	% Discount of tuition and fees	0.0%	0.0%	0.0%		
?	% Unrestricted discount	0.0%	0.0%	0.0%		
	Net Tuition Revenue per FTE	\$4,523	\$4,533	\$4,129		
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	6.0	4.4	5.6		
Please indicate your institution's endowment spending policy:						
The institution does not have an endowment. However, the foundation does.						
Please enter any explanatory notes in the box below.						

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2)	Next Year Forward (FY 2)
(in 000s)					
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$10,270	\$12,682	\$15,093		
Cash Flow from Operating Activities	(\$12,210)	(\$12,581)	(\$14,172)		
Cash Flow from Investing Activities	\$106	\$243	\$391		
Cash Flow from Financing Activities	\$14,516	\$14,749	\$15,366		
Cash and Cash Equivalents end of year	\$12,682	\$15,093	\$16,678	\$0	\$0
LIQUIDITY RATIOS					
Current Assets	\$15,104	\$17,077	\$18,906		
Current Liabilities	\$5,854	\$7,882	\$6,748		
Current Ratio	2.58	2.17	2.80	0.00	0.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	106.415	117.286	132.521		
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please enter any explanatory notes in the box below.					

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2)
IPEDS <u>Retention</u> Data					
Associate degree students	59%	56%	54%	56%	58%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	20%	17%	19%	20%	21%
Bachelors degree students					
? IPEDS <u>Outcomes</u> Measures Data					
First-time, full time students					
Awarded a degree within six years	23%	22%	19%	20%	22%
Awarded a degree within eight years	25%	24%	21%	21%	23%
Not awarded within eight years but still enrolled	1%	1%	1%	1%	1%
First-time, part-time students					
Awarded a degree within six years	16%	16%	17%	19%	20%
Awarded a degree within eight years	19%	16%	19%	20%	21%
Not awarded within eight years but still enrolled	0%	1%	1%	1%	1%
Non-first-time, full-time students					
Awarded a degree within six years	34%	30%	33%	36%	37%
Awarded a degree within eight years	36%	30%	33%	37%	37%
Not awarded within eight years but still enrolled	1%	0%	0%	1%	1%
Non-first-time, part-time students					
Awarded a degree within six years	26%	29%	29%	27%	27%
Awarded a degree within eight years	27%	29%	31%	28%	28%
Not awarded within eight years but still enrolled	0%	1%	1%	1%	1%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure		Bachelor Cohort Entering		Associate Cohort Entering	
		8 years ago	6 years ago	8 years ago*	6 years ago*
U	First-time, Full-time Students				
	Degree from original institution			21%	20%
	Not graduated, still enrolled at original institution			1%	
	Degree from a different institution				
	Transferred to a different institution			39%	
	Not graduated, never transferred, no longer enrolled			39%	
U	First-time, Part-time Students				
	Degree from original institution			20%	19%
	Not graduated, still enrolled at original institution			2%	
	Degree from a different institution				
	Transferred to a different institution			33%	
	Not graduated, never transferred, no longer enrolled			45%	
U	Non-first-time, Full-time Students				
	Degree from original institution			37%	26%
	Not graduated, still enrolled at original institution			1%	
	Degree from a different institution				
	Transferred to a different institution			38%	
	Not graduated, never transferred, no longer enrolled			24%	
U	Non-first-time, Part-time Students				
	Degree from original institution			28%	27%
	Not graduated, still enrolled at original institution			1%	
	Degree from a different institution				
	Transferred to a different institution			39%	
	Not graduated, never transferred, no longer enrolled			33%	

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

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

1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	* Both the 8 year and 6 year outcomes are based on the 2010-11 entering cohort.
2	

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

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	2016	2017	2018	2019

? State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 NCLEX-RN (Associate Degree Nursing)		89		100		100		
2 Paramedicine		93		93		100		
3 Surgical Technology		53		54		83		
4 Radiologic Technology		84		80		75		
5								

? Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 Radiologic Technology							100		
2									
3									
4									
5									

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

Web location of gainful employment report (if applicable)

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	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2)

? Completion Rates					
1 Auto Tech - Toyota (Cert)		25%	50%	57%	50%
2 Paramedicine (Cert)		26%	67%	42%	69%
3 Practical Nursing (Cert)		58%	61%	67%	76%
4 Surgical Technology (Cert)		81%	82%	53%	75%
5					

? Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Only percentages are available for licensure pass rates.

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2019	https://massbayedunew.s3.amazonaws.com/handbook/handbook-massbay-2019-2020.pdf	Academic Affairs
Intellectual property rights			
Conflict of interest			
Privacy rights	2019	https://massbayedunew.s3.amazonaws.com/handbook/handbook-massbay-2019-2020.pdf	Academic Affairs, Registrar, Student Development, Human Resources
Fairness for students	2019	https://massbayedunew.s3.amazonaws.com/handbook/handbook-massbay-2019-2020.pdf	Student Development
Fairness for faculty	2018	https://mccc-union.org/wp-content/uploads/sites/69/2020/05/MCCC_BHE_Day_Contract_2018-2021-final.pdf	Academic Affairs, Human Resources
Fairness for staff	2016	https://www.mass.edu/forfacstaff/nonunit/documents/NUPHandbookCCRevisedOctober2016.pdf	Human Resources
Academic freedom	2018	https://mccc-union.org/wp-content/uploads/sites/69/2020/05/MCCC_BHE_Day_Contract_2018-2021-final.pdf	Academic Affairs
Research			
Title IX			
Other; specify			
Non-discrimination policies			
Recruitment and admissions			
Employment		https://www.mass.edu/forfacstaff/nonunit/documents/NUPHandbookCCRevisedOctober2016.pdf	Human Resources
Evaluation		https://www.mass.edu/forfacstaff/nonunit/documents/NUPHandbookCCRevisedOctober2016.pdf	Human Resources
Disciplinary action		https://massbayedunew.s3.amazonaws.com/handbook/handbook-massbay-2019-2020.pdf	Human Resources
Advancement			
Other; specify			
Resolution of grievances			
Students		https://massbayedunew.s3.amazonaws.com/handbook/handbook-massbay-2019-2020.pdf	
Faculty		https://mccc-union.org/wp-content/uploads/sites/69/2020/05/MCCC_BHE_Day_Contract_2018-2021-final.pdf	
Staff		https://www.mass.edu/forfacstaff/nonunit/documents/NUPHandbookCCRevisedOctober2016.pdf	
Other; specify			
Other			
	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.massbay.edu/
Notice of availability of publications and of audited financial statement or fair summary	
Processes for admissions	https://www.massbay.edu/admissions
Processes for employment	https://www.massbay.edu/employment/opportunities
Processes for grading	http://massbay.catalog.acalog.com/content.php?catoid=5&navoid=168#grading-system-and-grade-point-average
Processes for assessment	
Processes for student discipline	https://s3.amazonaws.com/massbayedunew/student-resources/student-code-of-conduct.pdf
Processes for consideration of complaints and appeals	https://s3.amazonaws.com/massbayedunew/student-resources/student-code-of-conduct.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://www.massbay.edu/catalog
Obligations and responsibilities of students and the institution	https://www.massbay.edu/handbook
Information on admission and attendance	https://www.massbay.edu/admissions
Institutional mission and objectives	values
Expected educational outcomes	https://www.massbay.edu/programs
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.massbay.edu/about-us/who-we-are
Requirements, procedures and policies re: admissions	https://www.massbay.edu/admissions/how-to-apply
Requirements, procedures and policies re: transfer credit	https://www.massbay.edu/academics/advising/transcript-evaluation https://www.massbay.edu/academics/advising/transfer/
A list of institutions with which the institution has an articulation agreement	transfer-agreements
Student fees, charges and refund policies	https://www.massbay.edu/finance/tuition-and-fees refund -- https://www.massbay.edu/finance/refund
Rules and regulations for student conduct	https://www.massbay.edu/handbook
Procedures for student appeals and complaints	https://www.massbay.edu/handbook
Other information re: attending or withdrawing from the institution	https://www.massbay.edu/handbook
Academic programs	https://www.massbay.edu/programs
Courses currently offered	=5&navoid=160
Other available educational opportunities	
Other academic policies and procedures	https://www.massbay.edu/academics/aac curriculum sheets --
Requirements for degrees and other forms of academic recognition	https://www.massbay.edu/programs2018-19 honors -- https://www.massbay.edu/honors
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.massbay.edu/directory/facultystaff
Names and positions of administrative officers	https://www.massbay.edu/about/president/cabinet
Names, principal affiliations of governing board members	https://www.massbay.edu/member/board-of-trustees
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.massbay.edu/programs
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://s3.amazonaws.com/massbayedunew/institutional-review-board/massbay-institutional-dashboard.pdf
Description of the campus setting	
Availability of academic and other support services	https://www.massbay.edu/academics/aac https://www.massbay.edu/academics/advising https://www.massbay.edu/careers https://www.massbay.edu/veterans https://www.massbay.edu/facilities/accessibility https://www.massbay.edu/counseling
Range of co-curricular and non-academic opportunities available to students	https://www.massbay.edu/athletics https://www.massbay.edu/clubs https://www.massbay.edu/civic-engagement
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.massbay.edu/library https://www.massbay.edu/help/blackboard https://www.massbay.edu/help/overview https://www.massbay.edu/help/baynavigator
Institutional goals for students' education	https://www.massbay.edu/graduation-competencies
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	https://s3.amazonaws.com/massbayedunew/institutional-review-board/massbay-fact-book.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.massbay.edu/financialaid https://mbccweb.massbay.edu/netpricecalculator/
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	https://www.massbay.edu/about-us/who-we-are/accreditation

APPENDIX D

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
List each degree program:					
Automotive Technology - BMW (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/lear	Written and online exams, hands-on evaluation, observation of professional conduct	Department faculty	Increase use of automated lab sheets and repair orders, more detailed grading sections.	Spring 2020
Automotive Technology - Chrysler (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/lear	Mopar CAP program grades, daily quizzes, hands-on exercises, final exam	Department faculty	No changes	Spring 2020
Automotive Technology - GM (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-	Student coursework, hands-on exercises, knowledge assessments, class presentations, online GM training and exams	Department faculty		Spring 2020

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Automotive Technology - Toyota (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/lear	End of course examination, quizzes, online Toyota exams. Automotive Service Excellence (ASE) certifications.	Department faculty	Increase collection and identification of valid artifacts.	Spring 2020
Automotive Technology - Toyota Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/le	End of course examination, quizzes, online Toyota exams. Automotive Service Excellence (ASE) certifications.	Department faculty	Increase collection and identification of valid artifacts.	Spring 2020
Accounting (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Case studies, preparation of Balance Sheet, Income Statement, and Statement of Cash Flows	Department faculty	More class time and homework devoted to preparing Multi-Step Income Statements, increase understanding and review of ethics cases.	Spring 2014
Accounting MassTransfer (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Case studies, preparation of Balance Sheet, Income Statement, and Statement of Cash Flows.	Department faculty	More class time and homework devoted to preparing Multi-Step Income Statements, increase understanding and review of ethics cases.	Spring 2014

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Business Administration (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Evaluation of student work on a series of case study assignments as compared to grade on final presentation.	Department faculty	Add assignments on synthesizing business knowledge, increase decision making skills, develop new template to assist students.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Evaluation of student work on a series of case study assignments as compared to grade on final presentation.	Department faculty	Add assignments on synthesizing business knowledge, increase decision making skills, develop new template to assist students.	(Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business - Hospitality Management (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Performance on final case study scenario.	Department faculty	Additional in-class time for reviewing communication and team building, add more case studies to curriculum.	Fall 2019(Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business - International Business (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Random sample of student work correlated with final exam score	Department faculty	Integrate more current policy discussions into class, add global economic analysis exercises.	(Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Accounting Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificat.pdf	Case studies, preparation of Balance Sheet, Income Statement, and Statement of Cash Flows.	Department faculty	More class time and homework devoted to preparing Multi-Step Income Statements, increase understanding and review of ethics cases.	Spring 2014
General Business - Entrepreneurship Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificat-entrepreneurship.pdf	Case study analyses, discussion questions, quizzes and exams, creating a business plan, and small group exercises.	Department faculty	Add homework assignment on marketing plans, incorporate decision-making and problem solving models, more in-class verbal discussions, and increase detail in plan outlines.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business - Hospitality Management Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificat-hospitality.pdf	Performance on final case study scenario.	Department faculty	Additional in-class time for reviewing communication and team building, add more case studies to curriculum.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business - Interior Design Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificat-interior-des.pdf	Final project and presentation	Department faculty	Introduce 'real world' client for final project, visit actual jobsite. Most recent assessment identified the need to add additional hours of webex time after the switch to remote learning.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
General Business - Management Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificate.pdf	Evaluation of student work on a series of case study assignments as compared to grade on final presentation.	Department Chair	Add assignments on synthesizing business knowledge, increase decision making skills, develop new template to assist students.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
General Business - Marketing Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes-certificate-marketing.pdf	case study analyses, discussion questions, quizzes and exams, creating a marketing plan, and small group exercises. Correlate coursework with final project grade.	Department Chair	Add homework assignment on marketing plans, incorporate decision-making and problem solving models, more in-class verbal discussions, and increase detail in plan outlines.	Fall 2019 Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
Liberal Arts - Early Childhood Education (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-outcomes-degree.pdf	Year over year portfolio review.	Department faculty	Introduce Family Engagement Bulletin Board project into curriculum, increase opportunities to interview 'real world' parents.	Annual accreditation summary completed summer 2020
Liberal Arts - Elementary Education (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-outcomes-degree.pdf	Year over year portfolio review.	Department faculty	Provide additional clarification on the importance of written work, create abbreviated Observation Manual specific to the program, restructure rubric.	Spring 2013

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Liberal Arts – Human Services (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Case analyses, journals, interviewing, report writing, behavior modification, and human relations.	Department faculty	Increase practice in understanding and demonstrating experiential learning, add challenging new case analyses assignments.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
Early Childhood Education (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-	Year over year portfolio review.	Department faculty	Introduce Family Engagement Bulletin Board project into curriculum, increase opportunities to interview 'real world' parents.	Annual accreditation summary completed summer 2020
Early Childhood Education Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learnin	Year over year portfolio review.	Department faculty	Introduce Family Engagement Bulletin Board project into curriculum, increase opportunities to interview 'real world' parents.	Annual accreditation summary completed summer 2020
Early Childhood Education – Infant-Toddler Teacher Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learnin	Year over year portfolio review.	Department faculty	Introduce Family Engagement Bulletin Board project into curriculum, increase opportunities to interview 'real world' parents.	Annual accreditation summary completed summer 2020

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Liberal Arts – Human Services Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes.html	Case studies, individual journals, experiential learning using a template.	Department faculty	Incorporate template for experiential learning coupled with review papers, additional case study work.	Fall 2019 (Self Study was commenced in Fall 2019, completion of the program review was delayed due to the coronavirus and transition to remote learning.)
Criminal Justice (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-outcomes.html	Court case reviews, case studies, written questions, gathering and analyzing crime statistic data.	Department faculty	Reexamine outcomes related to career opportunities, identify which department is best to deliver the statistical/quantitative reasoning outcome.	Fall 2019 Program Review commenced in Fall 2018 with external site visit completed in Spring 2019. Final
Paralegal Studies (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/degree/learning-outcomes.html	Assignment on legal ethical situations, case studies, final examination	Department faculty	Keep ethical scenario and information on legal work environments that was added in the courses, add information on available opportunities, add guest speakers.	Fall 2018
Paralegal Studies Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Business-Professional-Studies/certificate/learning-outcomes.html	Assignment on legal ethical situations, case studies, final examination	Department faculty	Keep ethical scenario and information on legal work environments that was added in the courses, add information on available opportunities, add guest speakers.	Fall 2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Associate Degree Nursing (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/degree/learning-outcomes-associate-	NCLEX-RN pass rate	Department faculty	Curriculum realignment, create LPN to RN bridge pathway including new courses and syllabi, change admission requirements to HESI only.	
Radiologic Technology (Day) (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/degree/learning-outcomes-associate-	Completion rate, AART exam score, employment post-graduation	Department faculty	Implement both formative and summative measurement processes, develop Outcomes/Assessment Plan.	
Radiologic Technology (Flex) (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/degree/learning-outcomes-associate-	Completion rate, AART exam score, employment post-graduation	Department faculty	Implement both formative and summative measurement processes, develop Outcomes/Assessment Plan.	
Central Processing Technology Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-	Hands-on lab review of policies and correct procedures.	Department faculty		

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Computed Tomography Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-11-15-19.pdf				
Emergency Medical Technician Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-emt.pdf	Electronic Patient Care Reports (eEPRs), review of skills, decision-making ability knowledge and clinical evaluations, scores on NREMT exam, Portfolio review and Alumni Surveys.	Department Chair	Increase support for using software, improve technology, review test-taking strategies and skills, increase staffing and lab instructor preparation, set performance benchmarks.	Fall 2019
Medical Coding Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-11-15-19.pdf	CPC and CCST Exams, job placement	Department Chair		Fall 2019
Medical Office Administrative Assistant Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-11-15-19.pdf	Course evaluations, tests, assignments, research on the career field from alumni	Department Chair	Codified development of Assessment Schedule	Fall 2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Paramedicine (Day) Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-paramedicine.pdf	Electronic Patient Care Reports (eEPRs), review of skills, decision-making ability knowledge and clinical evaluations, scores on NREMT exam, Portfolio review and Student/Staff/Employer Surveys.	Department Chair	Increase support for using software, improve technology, more involvement with Medical Director, review test-taking strategies and skills, increase staffing and lab instructor preparation.	Fall 2019
Paramedicine (Evening) Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-paramedicine.pdf	Electronic Patient Care Reports (eEPRs), review of skills, decision-making ability knowledge and clinical evaluations, scores on NREMT exam, Portfolio review and Student/Staff/Employer Surveys.	Department Chair	Increase support for using software, improve technology, more involvement with Medical Director, review test-taking strategies and skills, increase staffing and lab instructor preparation.	Fall 2019
Phlebotomy Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-phlebotomy.pdf	Certifying Exam score, employment three months after completion of program	Department Chair	Maintain clinical site visit and contacts, site evaluations and journal entries, and hands-on experience. Add course on soft skills/customer service.	Fall 2018
Practical Nursing Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-practical-nursing.pdf	HESI progression exams and case studies, written exams, labs, group projects	Department Chair	Modify prerequisites and admission requirements, implement online case studies and Learning Technologies software.	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Surgical Technology Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Health-Sciences/certificate/learning-outcomes-certificate-2018-2020.pdf	Labs, mock operations	Department Chair	No change	Fall 2020
General Studies (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Humanities-Social-Sciences/degree/learning-outcomes-degree-2018-2020.pdf	Case studies, article deconstruction, research collection and assessment, final thesis	Department Chair	Introduction of specific prompts to guide learning outcomes, expand use of guides, encourage faculty mentorship.	Spring 2018
Liberal Arts (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Humanities-Social-Sciences/degree/learning-outcomes-degree-2014-2018.pdf	Coursework, case studies, written, oral, and multimedia communication.	Department faculty	Shift from oral communication in groups to more individual written assignments.	Spring 2014
Liberal Arts - Communication (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Humanities-Social-Sciences/degree/learning-outcomes-degree-2014-2018.pdf	Individual writing and group assignments	Department faculty	Increase expertise in modern media communication tools.	Spring 2014

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Liberal Arts - English (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Humanities-Social-Sciences/degree/learning-	Survey of instructors	Department faculty	Increase use of Blackboard to articulate department guidelines, develop holistic process to assess student writing.	
Liberal Arts - Psychology/Sociology (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Humanities-Social-Sciences/degree/learning-outcomes-associates-arts-liberal-arts-psych-soc.pdf	Test questions, group work, and written assignments form many courses	Department faculty	The results of the assessment revealed that students were having difficulty identifying the difference between independent variables and dependent variables. Faculty will review this concept in more depth while providing various examples for students to apply their understanding of this concept.	Spring 2014
Biotechnology (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/lear	Exams, laboratory records, practicals	Department Faculty	Add new advisory board to ensure continued alignment with regional industry; allow use of statistics toward college math requirement	Program review is currently being conducted.
Environmental Sciences & Safety (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/lear	Exams and labs from two courses in the curriculum	Department faculty	Increase the understanding of radiation, further the support for developmental math courses.	Spring 2019

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
General Studies (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-computer-info-sci.pdf	Case studies, article deconstruction, research collection and assessment, final thesis	Department Chair	Introduction of specific prompts to guide learning outcomes, expand use of guides, encourage faculty mentorship.	
Life Sciences (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-computer-info-sci.pdf	Final exam, other student work	Department faculty	Introduce new ways of visualizing scientific processes, add textbook from Openstax.	Spring 2014
Computer Information Systems (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-computer-info-sci.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Updates to the CIS program, Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce	Program review is currently being conducted. .
Computer Science (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-computer-sci.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Cybersecurity (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-cyber-security.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	New program
Information Systems Technology & Management - Management (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-info-sys-tech-report-report.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .
Information Systems Technology & Management - Technology (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-science-info-sys-tech-report-report.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Advanced Cybersecurity Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-advanced-cyber-security.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	New program - has not had a formal program review yet
Cybersecurity Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-cyber-security.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	New program – has not had a formal program review yet
Information Technology Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-information-technology.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Technology Support Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-technology-support.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .
Web Designer Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-web-designer.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .
Web Developer Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate-web-developer.pdf	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Department faculty	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Program review is currently being conducted. .

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Electrical & Computer Engineering (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-engineering-design.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Add practical labs, introduce Matlab with Simulink software, add coding requirement in freshman year, more prerequisite training for advanced classes, more practical examples in homework.	Program review is currently being conducted. .
Engineering (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-engineering-design.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Add hands-on lab component early in semester, more frequent quizzes, use student designs in future classes.	Fall 2009
Engineering Design (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-engineering-design.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Encourage discussion of 'Big Picture' thinking, add hands-on lab component early in semester, more frequent quizzes, use student designs in future classes, more prerequisite training for advanced classes.	Fall 2009
Mechanical Engineering (AS)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-associate-engineering-design.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Add hands-on lab component early in semester, more frequent quizzes, use student designs in future classes.	Fall 2009

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	2 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Advanced Manufacturing Innovation Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Use student designs in future classes.	New program – has not had a formal program review yet
Advanced Manufacturing Technology Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Add hands-on lab component early in semester, more frequent quizzes, use student designs in future classes.	New program – has not had a formal program review yet
Computer-Aided Design Certificate	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/certificate/learning-outcomes-certificate.html	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Department faculty	Encourage discussion of 'Big Picture' thinking, use student designs in future classes.	
General Studies - Mathematics (AA)	https://s3.amazonaws.com/massbayedunew/learning-outcomes/Science-Technology-Engineering-Mathematics/degree/learning-outcomes-degree.html	Post-course assessment	Department faculty	Focus teaching on retaining important results throughout the course, reinforce quantitative literacy.	Program review is currently being conducted.

Institutions selecting E1a should also include E1b.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).*	(6) Date and nature of next scheduled review.
Automotive - Automotive Service Excellence Education Foundation	March 9, 2020 Programs reviewed: BMW, GM, FCA		ASEEF Education Standards (2018) STANDARD 1 – PURPOSE STANDARD 2 – ADMINISTRATION STANDARD 3 – LEARNING RESOURCES STANDARD 4 – FINANCES STANDARD 5 – STUDENT SERVICES STANDARD 6 – ADVISORY COMMITTEE STANDARD 7 – INSTRUCTION STANDARD 8 – EQUIPMENT STANDARD 9 – FACILITIES	2.5 year review due September 2022

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

Automotive Service Excellence Education Foundation (ASEEF)	Toyota/ Lexus		ASEEF Education Standards (2018) STANDARD 1 – PURPOSE STANDARD 2 – ADMINISTRATION STANDARD 3 – LEARNING RESOURCES STANDARD 4 – FINANCES STANDARD 5 – STUDENT SERVICES STANDARD 6 – ADVISORY COMMITTEE STANDARD 7 – INSTRUCTION STANDARD 8 – EQUIPMENT STANDARD 9 – FACILITIES STANDARD 10 – INSTRUCTIONAL STAFF STANDARD 11 – WORK-BASED LEARNING STANDARD 12 – E-LEARNING	2.5 year review due July 2021. Accreditation Expiration Date: 3/1/2024
Criminal Justice - Police Career Incentive Program by the Massachusetts Board of Higher Education.	Fall 2012	Received highest score possible	Evaluation based on mission, curriculum, faculty, admissions, student services, integrity, and program quality.	To be determined by the DHE

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

Early Childhood Education (both ASECE and Liberal Arts: ECE) - National Association for the Education of Young Children (NAEYC)	The two early ed. programs/majors were most recently awarded accreditation on July 10, 2015 for a period of 7 yrs.	There were no issues of concern identified in the last accreditation process. To maintain good standing, an annual report must be submitted (with an annual fee) demonstrating that key assessments are being administered,	Data on student performance must be collected from 5 program-wide key assessments (assignments with criteria linked to the NAEYC standards), analyzed, and used for program improvement. The programs report on one standard each year in the Annual Report. Graduation and employment and transfer rates are also reported. There are currently no minimum standards set for the last two.	Early Childhood Education (both ASECE and Liberal Arts: ECE) - National Association for the Education of Young Children (NAEYC)
Board of Registration in Nursing (Practical Nursing Certificate)	Annual Report December, 2020 Program has full approval to continue	None	NCLEX pass rate at or above the national average of 84% Program Pass Rate 2017: 100%	Annual Report December, 2021
Accreditation Commission for Education in Nursing (Practical Nursing Certificate)	Program was approved for "Candidacy Status January 9, 2019	Complete initial accreditation report by August, 2020	NCLEX pass rate at or above the national average of 84% Program Pass Rate 2017: 100% 2018: 100% 2019: 100% Formal ACEN Accreditation Criteria	Date of initial accreditation site visit to validate program for full accreditation status is October 6-8, 2020
Board of Registration in Nursing	Focused site visit September, 2019 Program has full approval to continue Annual Report completed December 2019	Revise a Systematic Plan of Evaluation to reflect BORN language as opposed to ACEN language. Modify 2 clinical contracts Publish new CDC	NCLEX pass rate at or above the national average of 84% Program Pass Rate 2017: 100% 2018: 100% 2019: 89%	Annual Report December, 2021

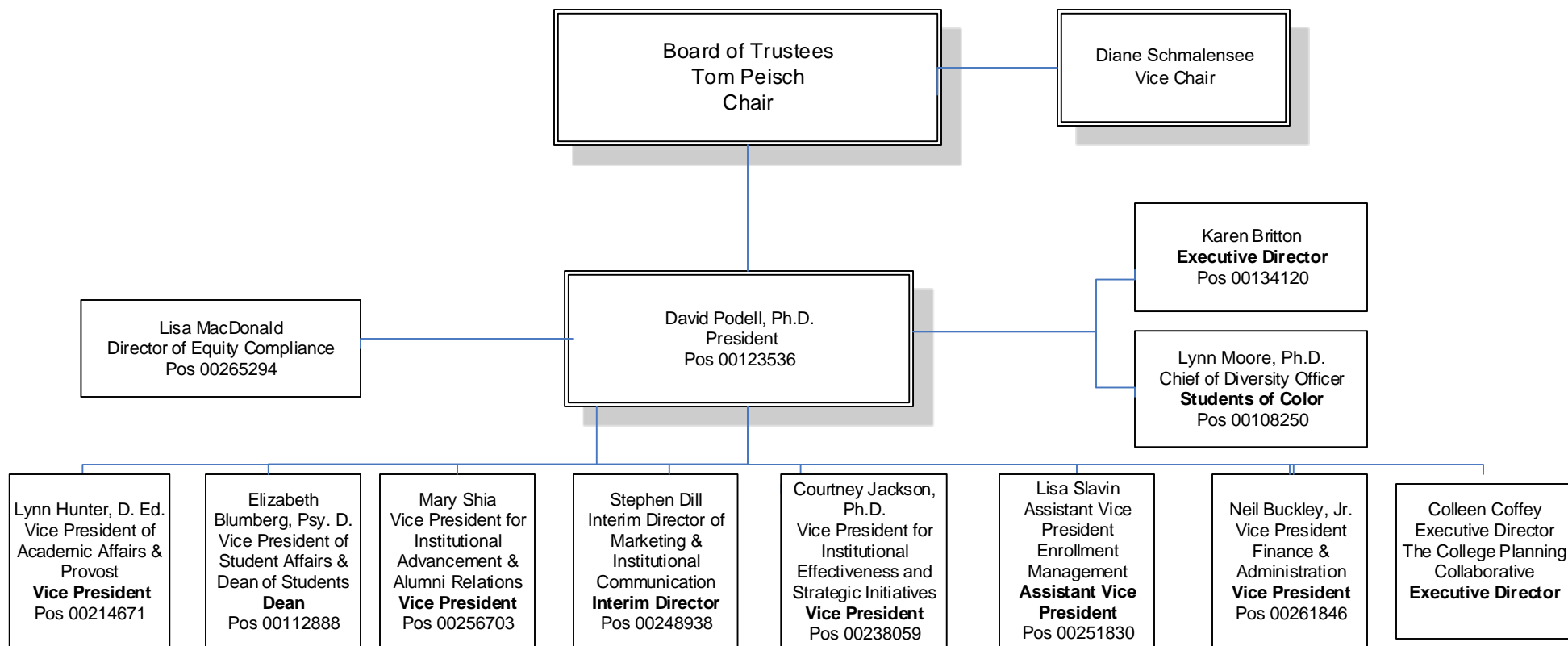
E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Accreditation Commission for Education in Nursing	Previous accreditation site visit 2012	Complete accreditation report by August, 2020. Prepare for site visit.	NCLEX pass rate at or above the national average of 84% Program Pass Rate 2017: 100% 2018: 100% 2019: 89%	Date of next accreditation site visit October 6-8, 2020
JRCERT (Joint Review committee on Education in Radiologic Technology)	8/27/209 received 8 years accreditation/re-accreditation	Zero The JRCERT had no findings for the MBCC RT Program	*Completion 2018 88% *Pass Rate 75% (5yr avg) * Job Placement 100% (5yr avg)	Interim Report Due 2023
Commission on Allied Health Programs (CAAHEP) administered by - Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCSTSA)	Annual report submitted 1 July 2019 and approved Sept 2019 by ARCSTSA	Submission of annual reports and maintaining thresholds of outcomes	Outcomes: Retention (60%) and Placement(80%) CST Exam Participation(100%) and Pass/Fail (70%), Graduate Survey Return and (50%) and Rating(85%) Employer Survey Return(50%) and Rating(85%)	Annual Report submission-1 July 2020

*Record results of key performance indicators in form 8.3 of the Data First Forms.

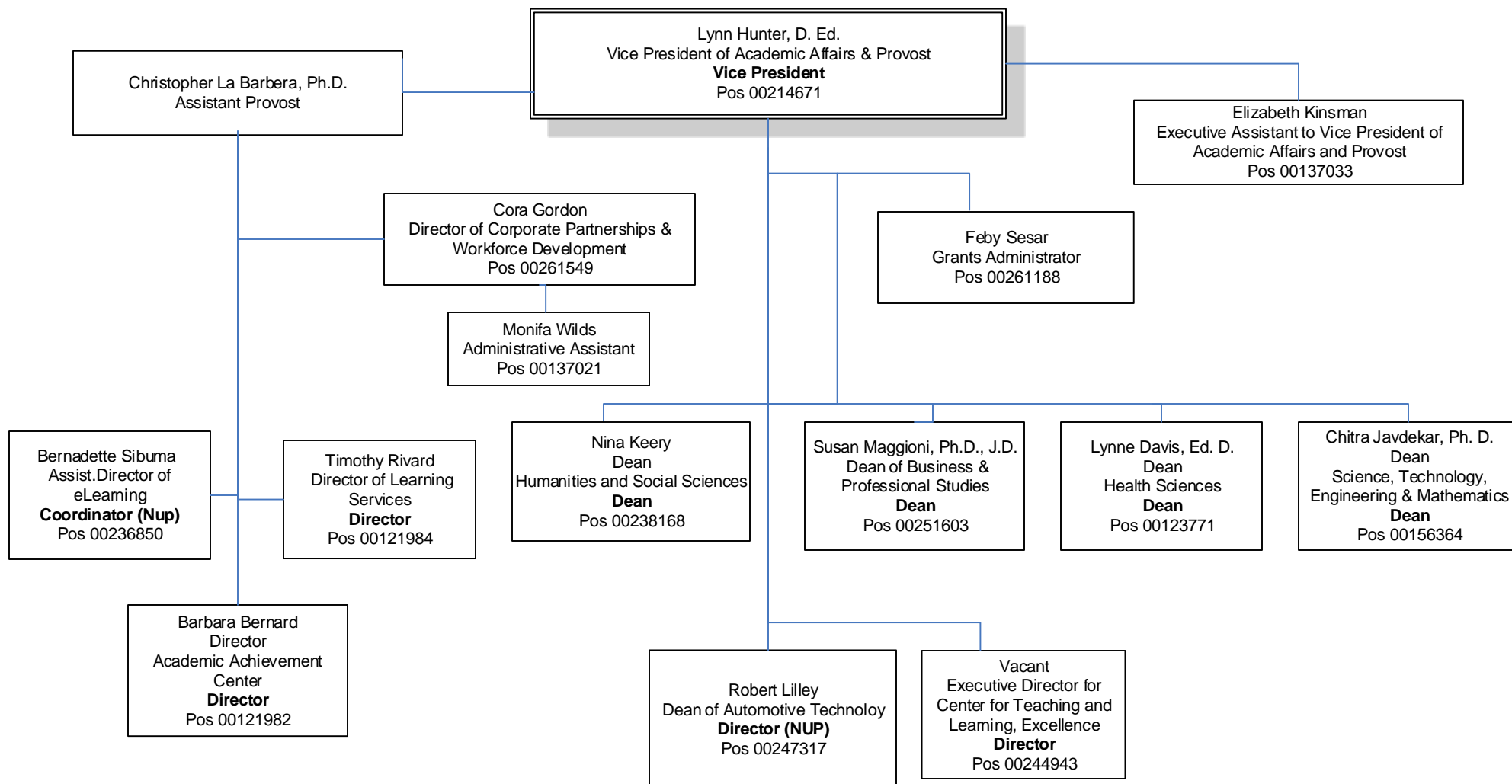
Institutions selecting E1b should also include E1

Massachusetts Bay Community College



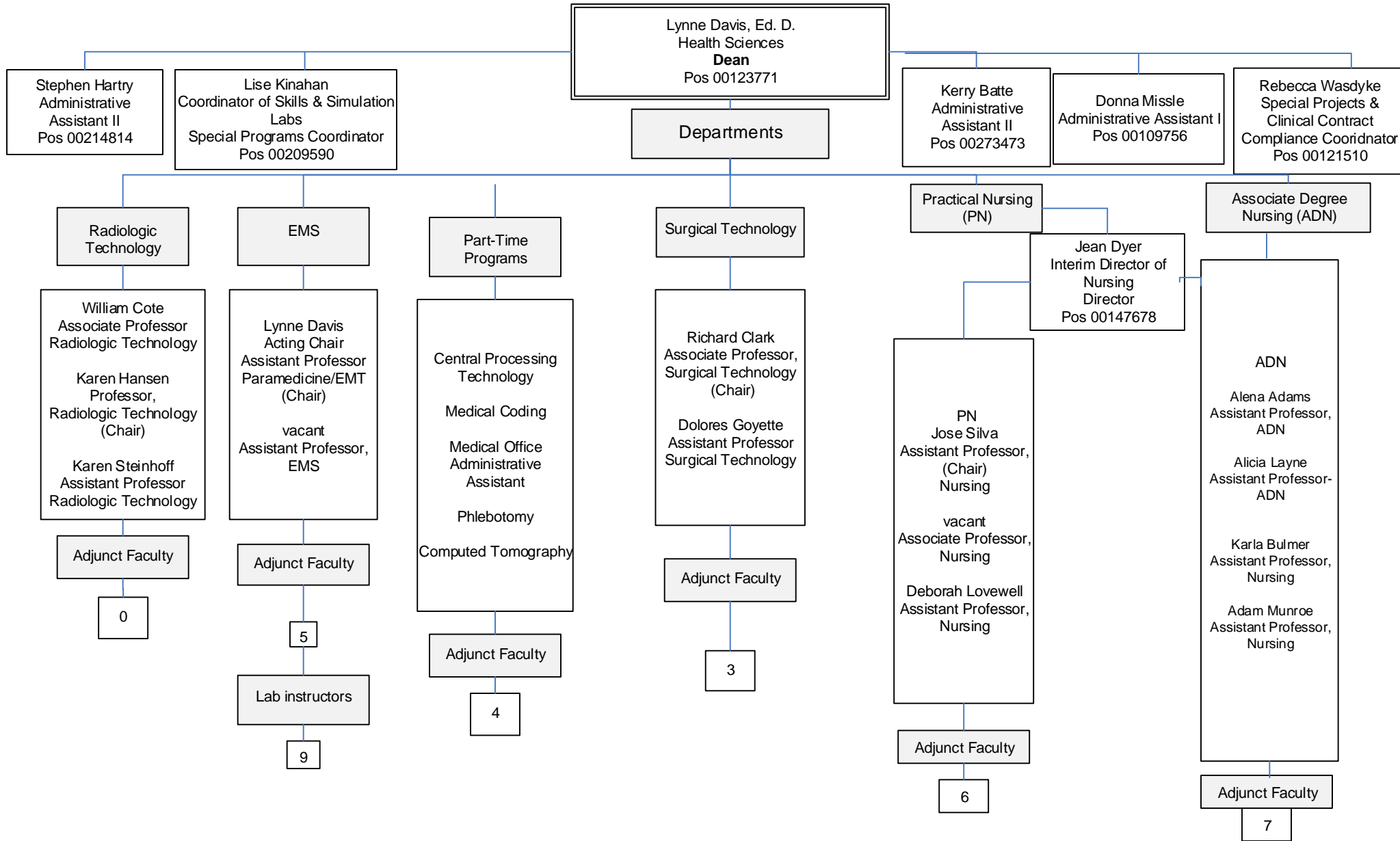
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Academic Affairs



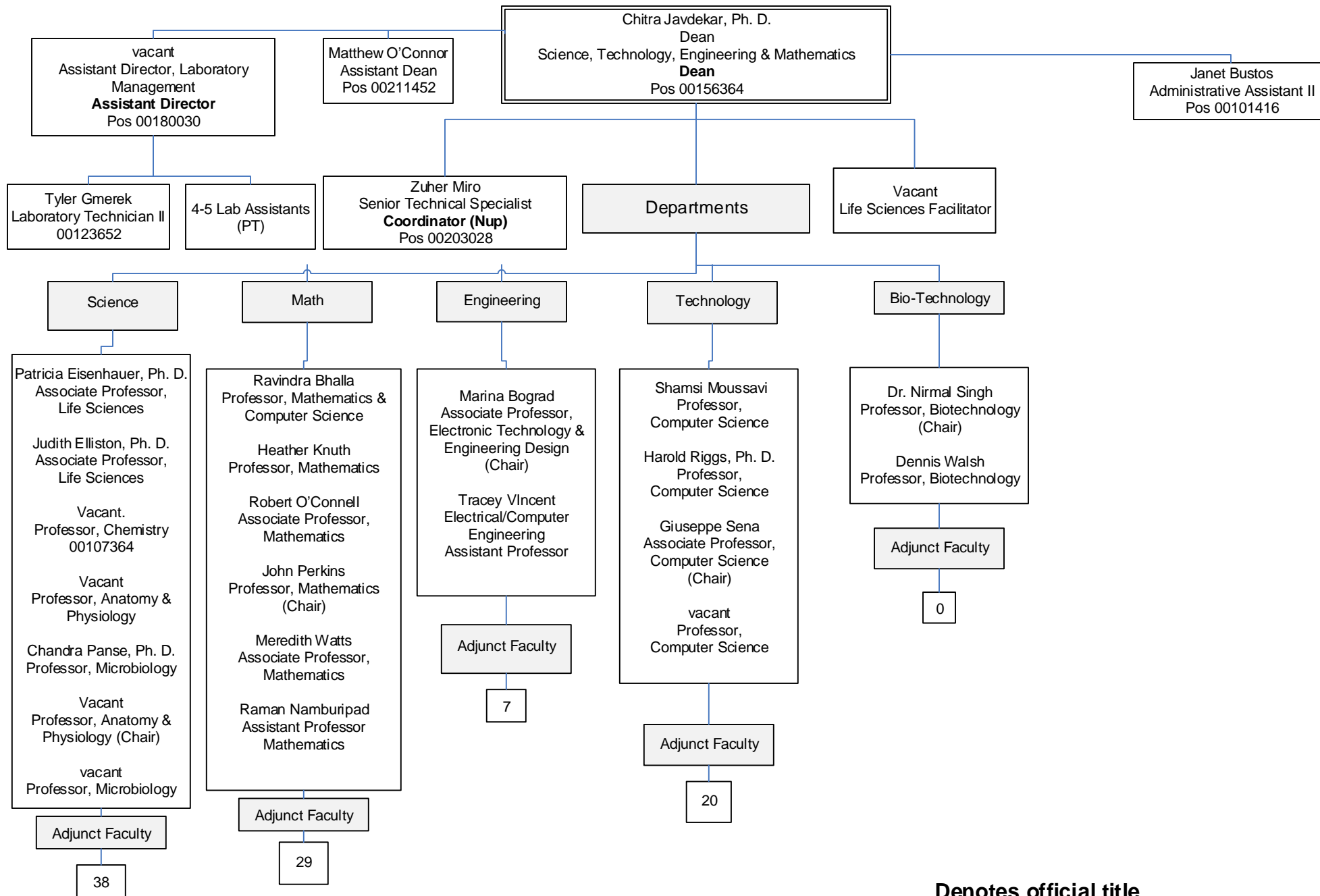
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Division of Health Sciences



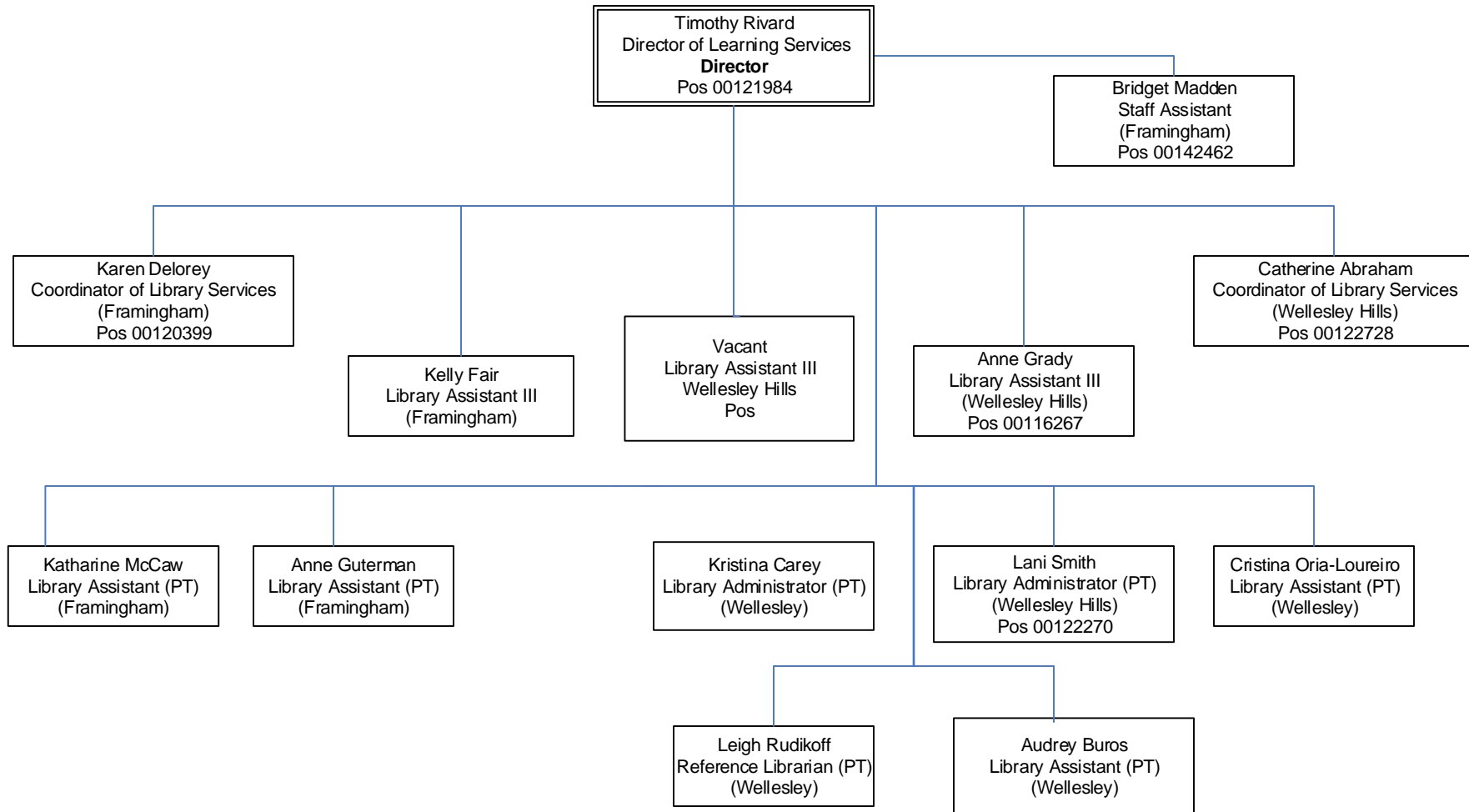
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Division of Science, Technology, Engineering & Mathematics



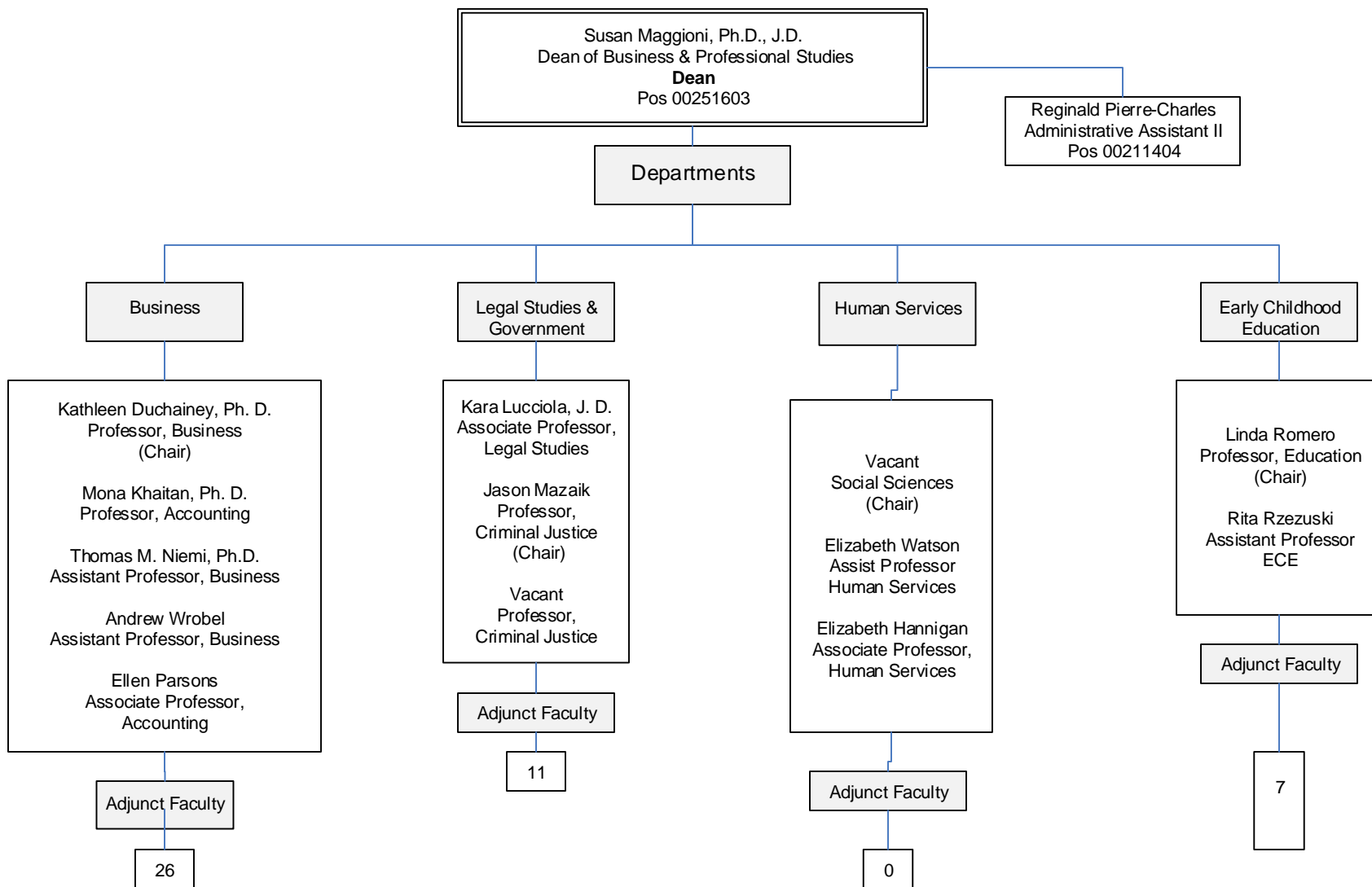
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Learning Services/Library



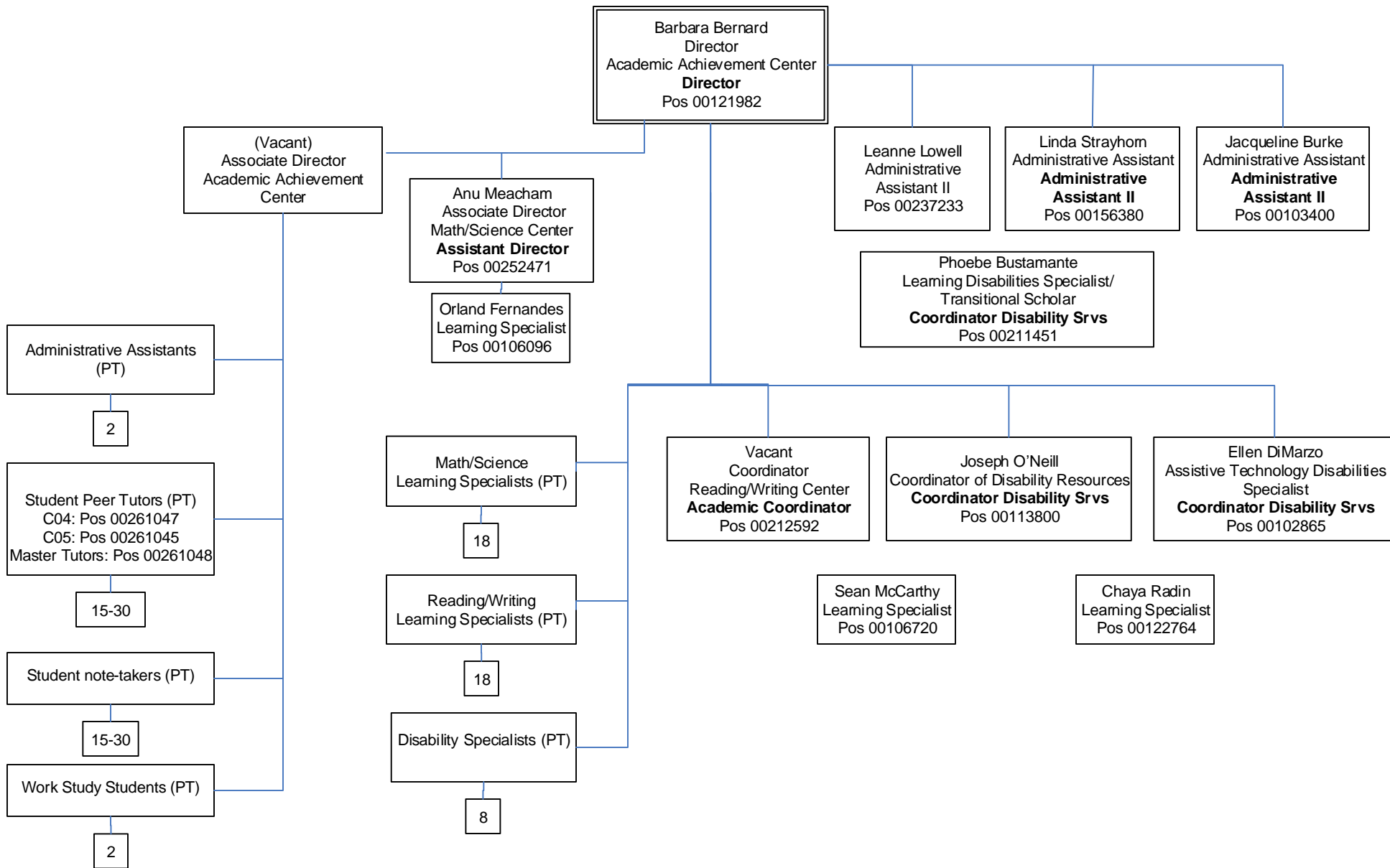
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Division of Business & Professional Studies



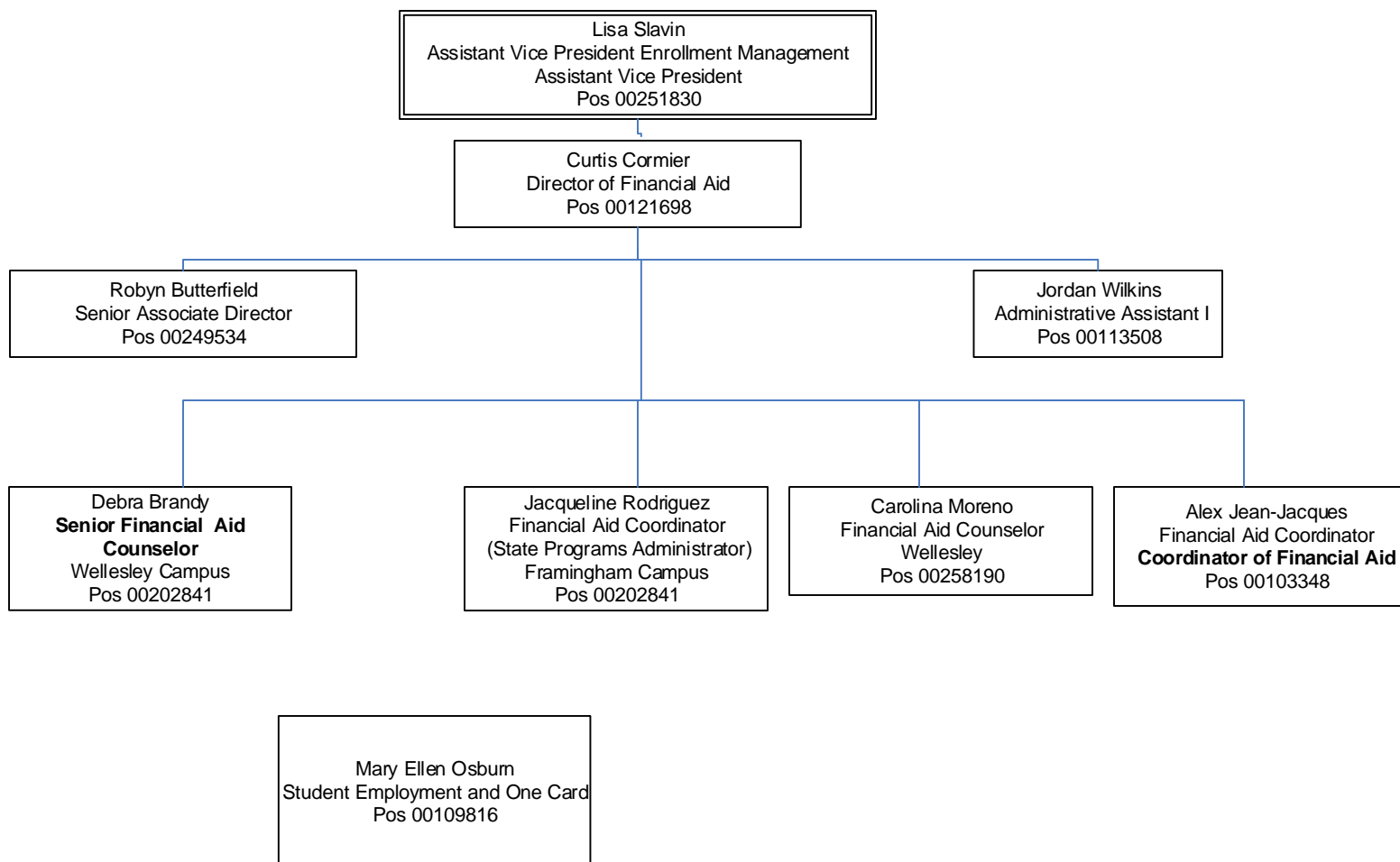
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Academic Achievement Center



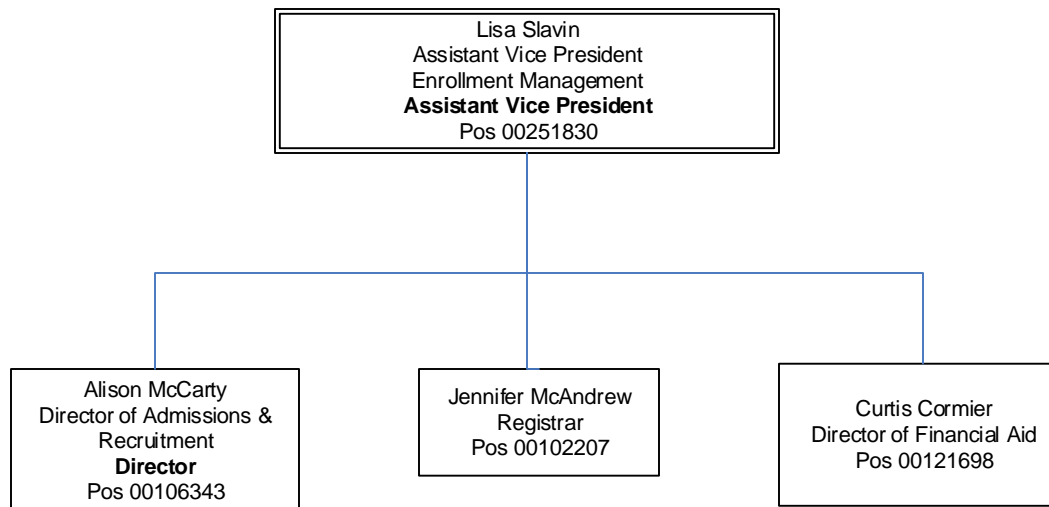
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Financial Aid Office



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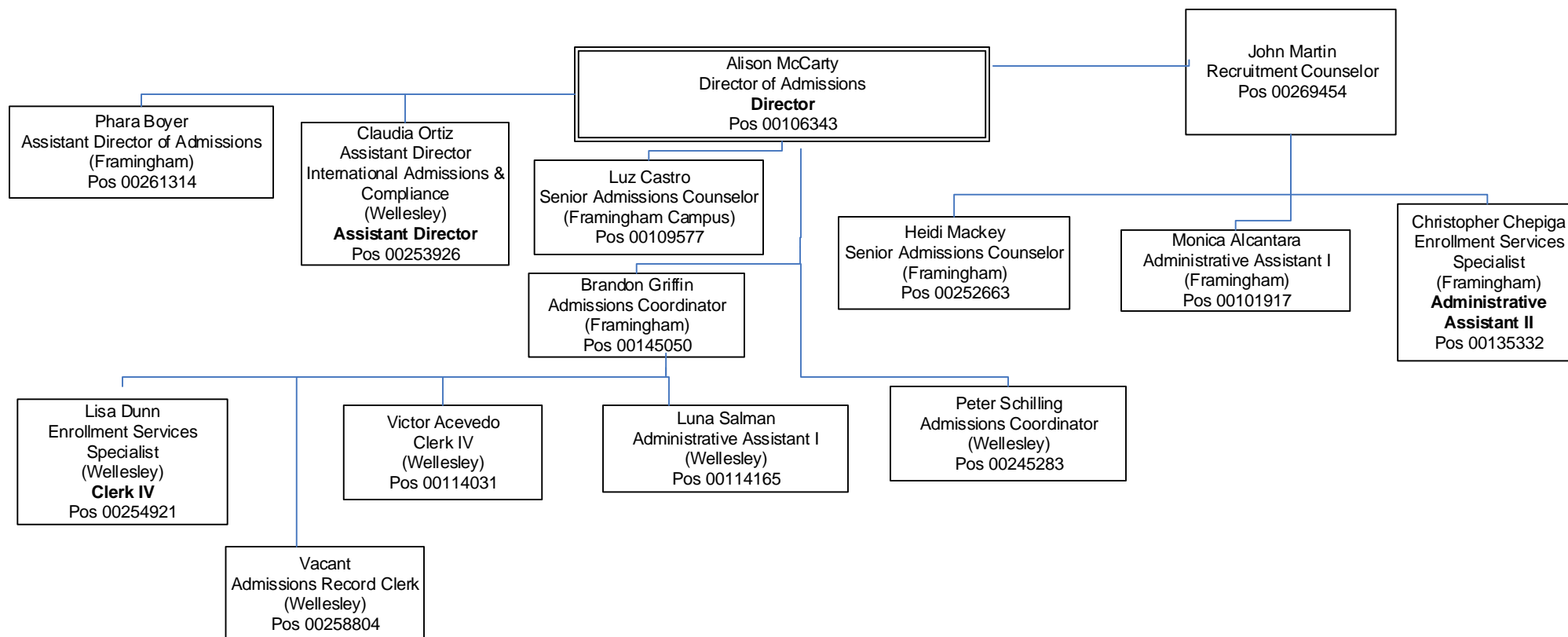
Enrollment Management



*Interim/Acting

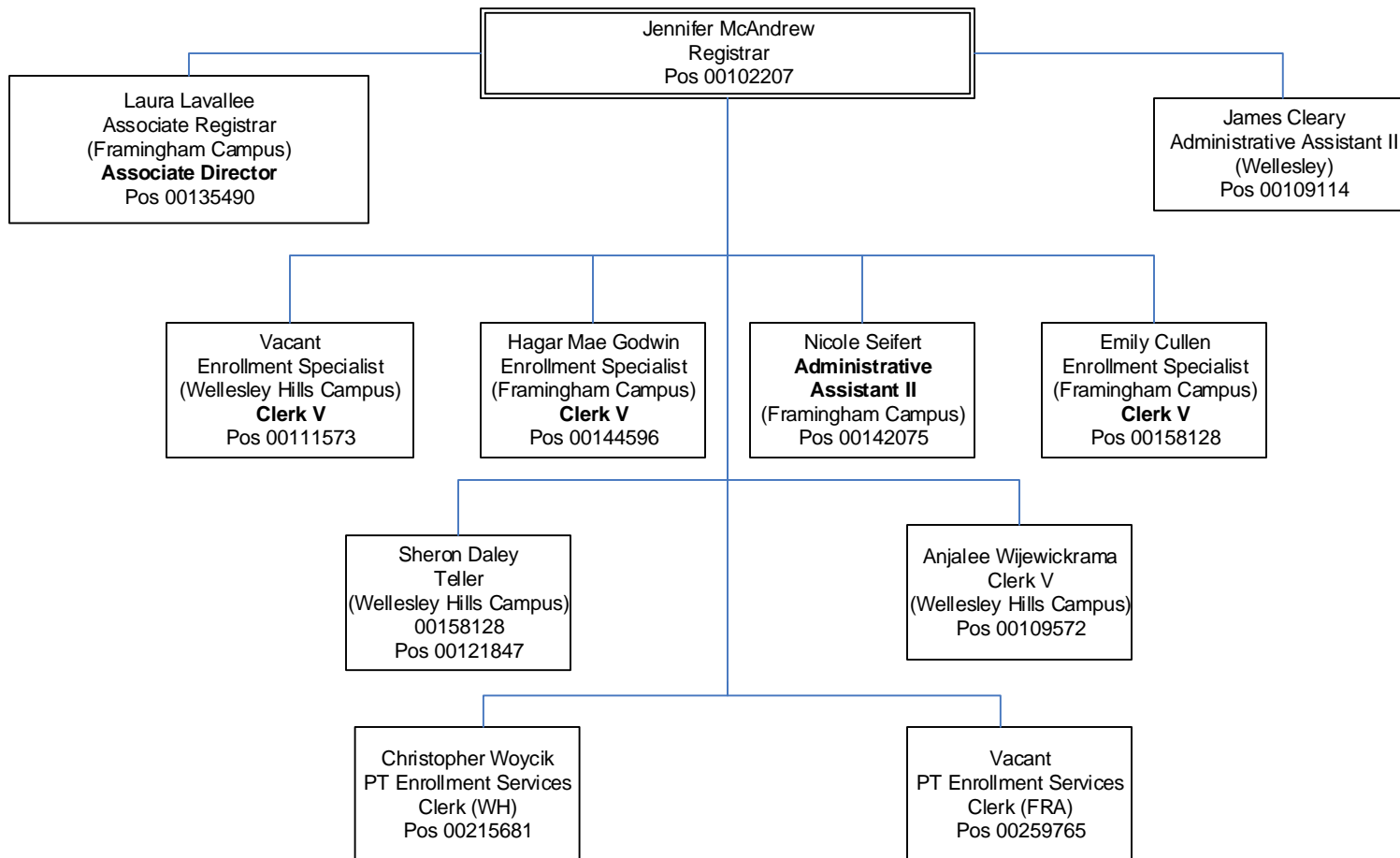
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Admissions Office



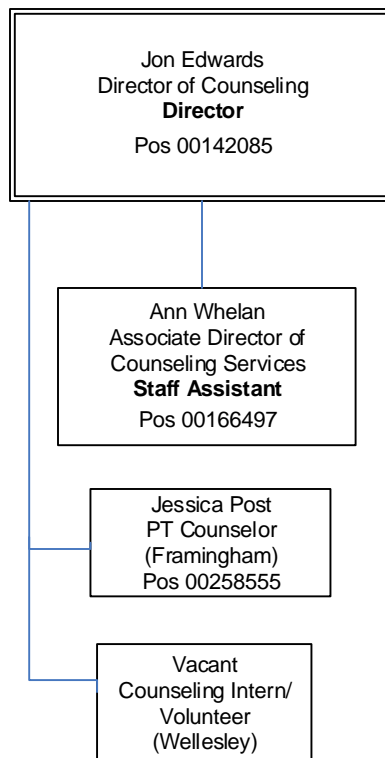
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Registration



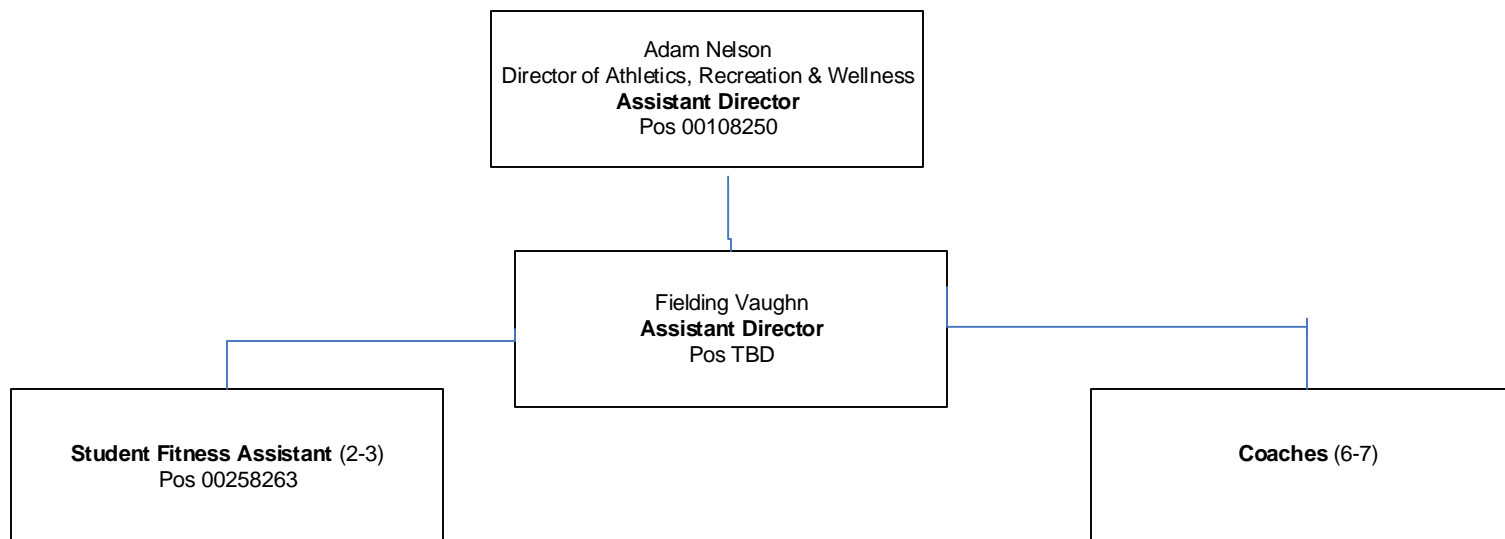
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Counseling



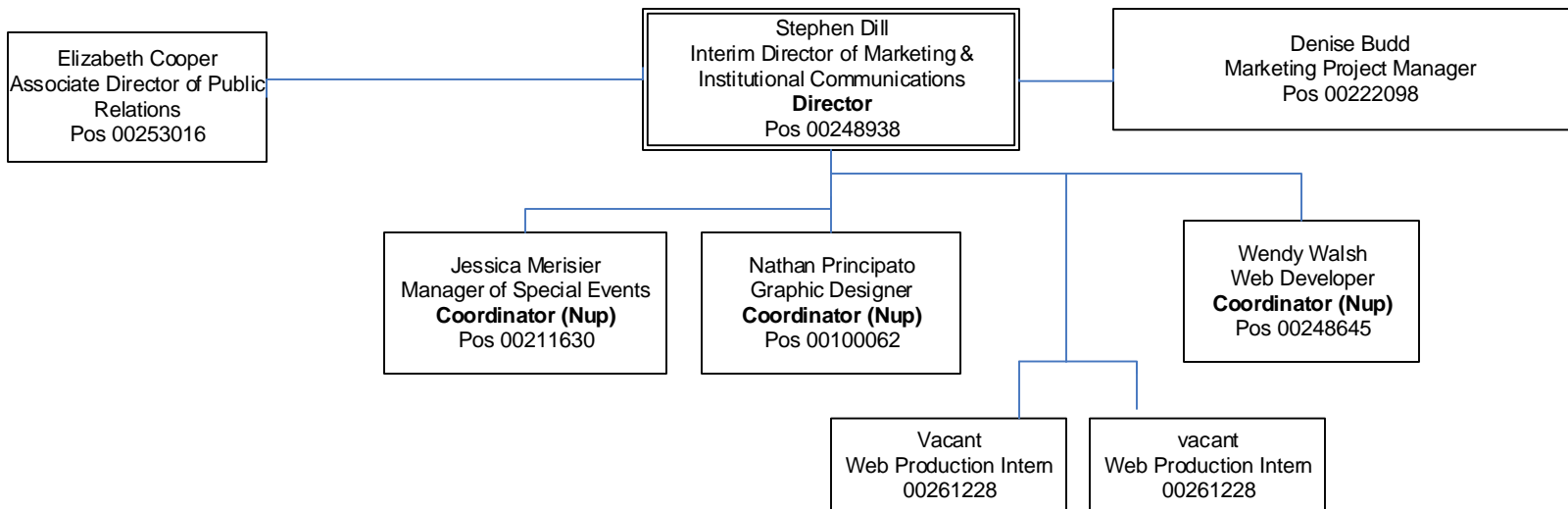
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Athletics, Recreation & Wellness



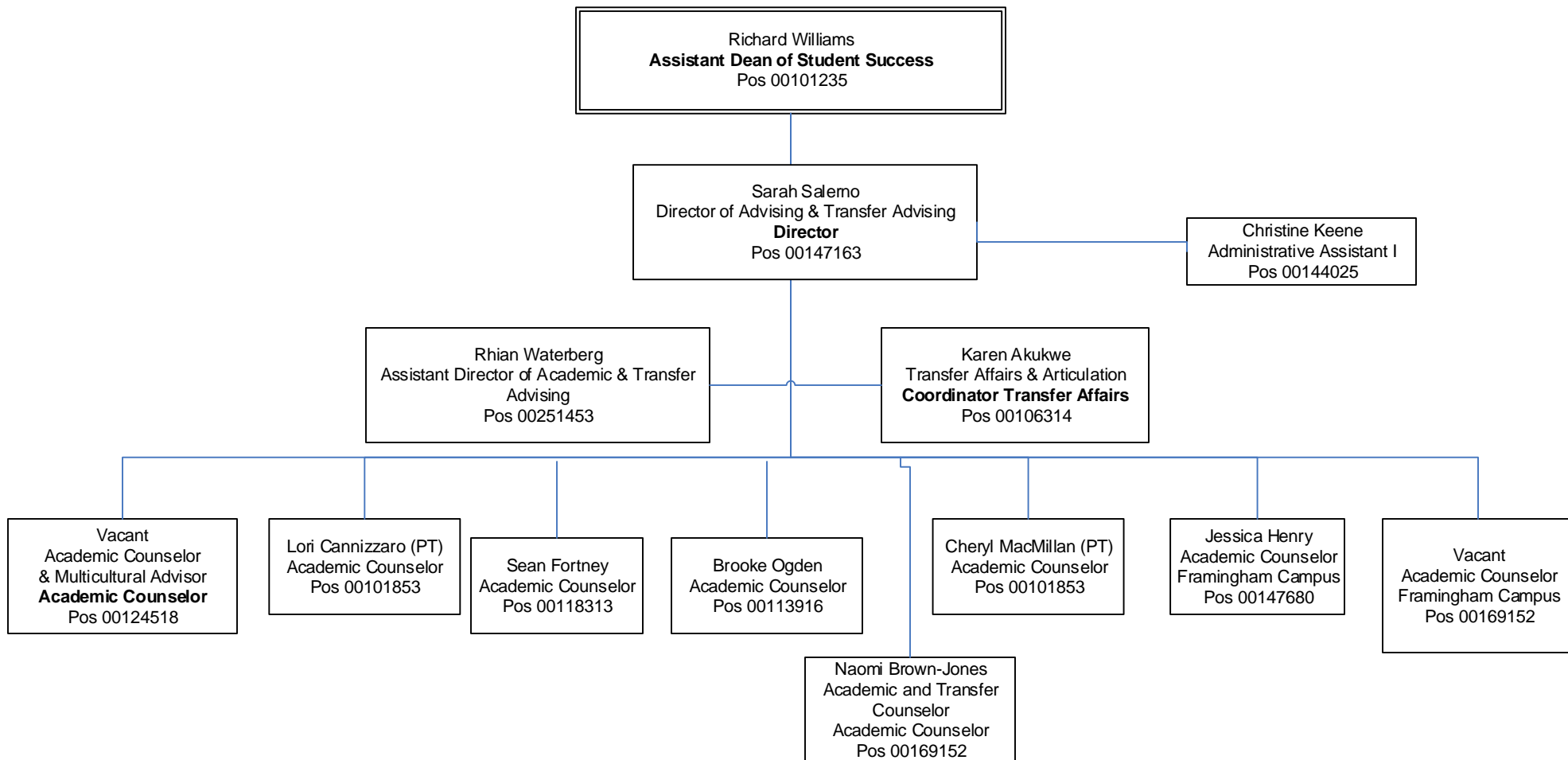
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Marketing & Institutional Communications



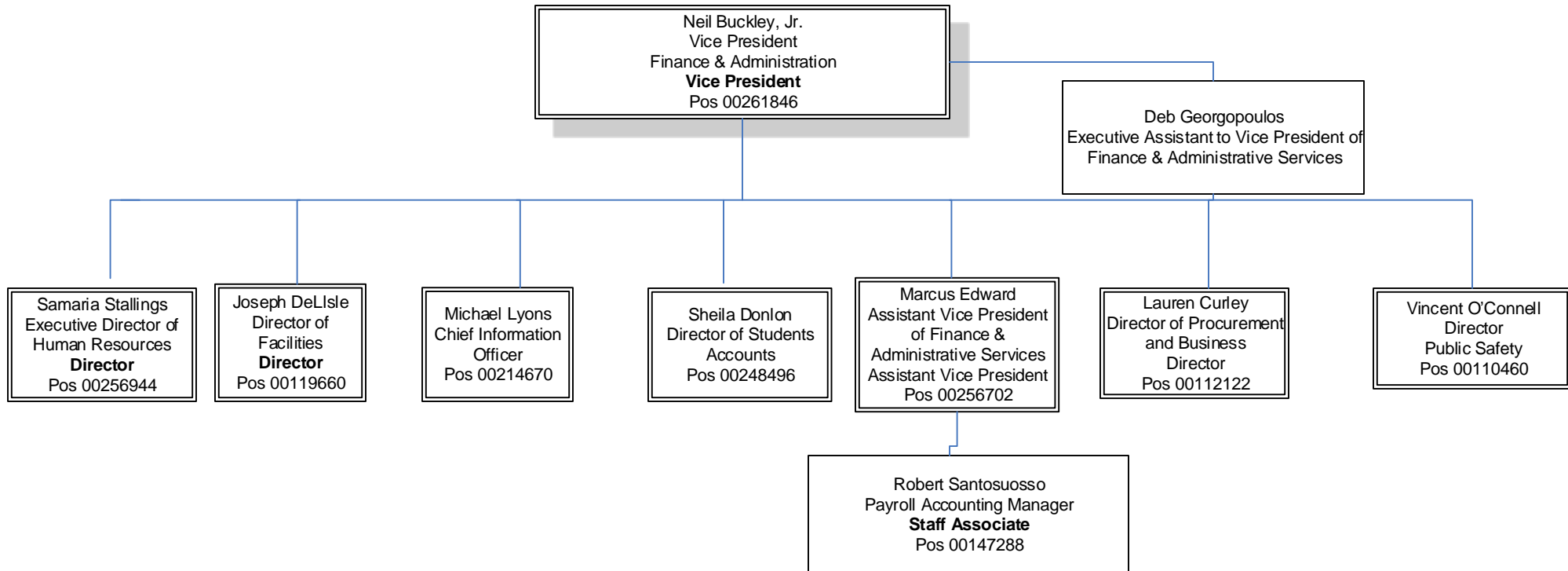
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Academic & Transfer Advising Office



**Denotes official title
as outlined by job
code, if different
from functional title**

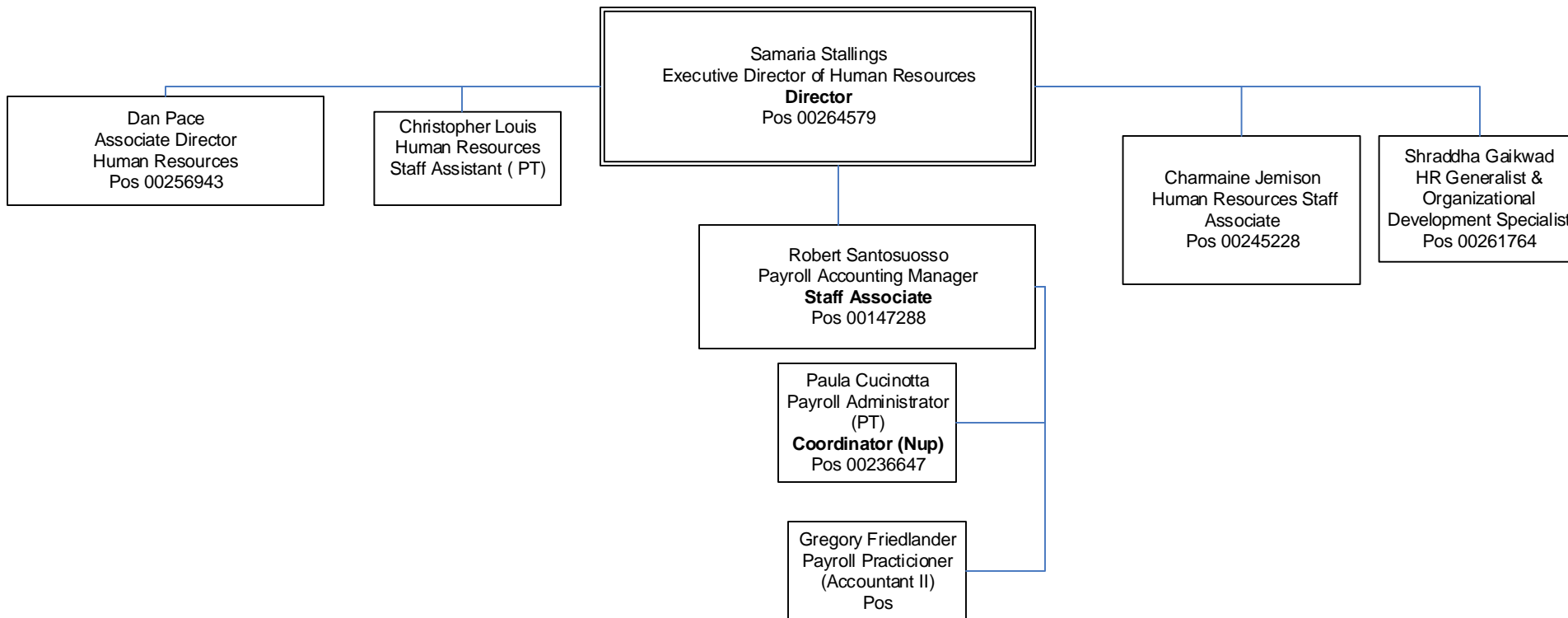
Finance & Administrative Services



* denotes interim role

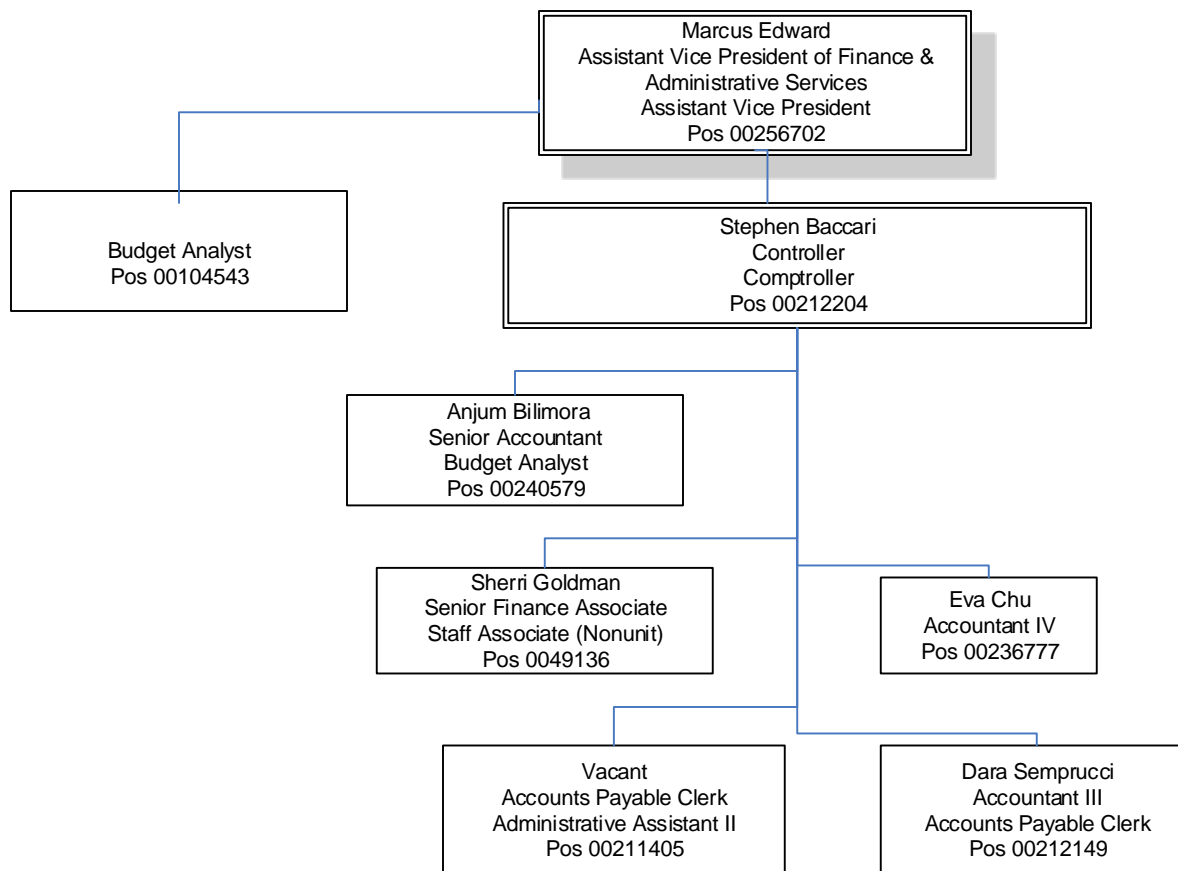
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from functional title**

Human Resources & Payroll



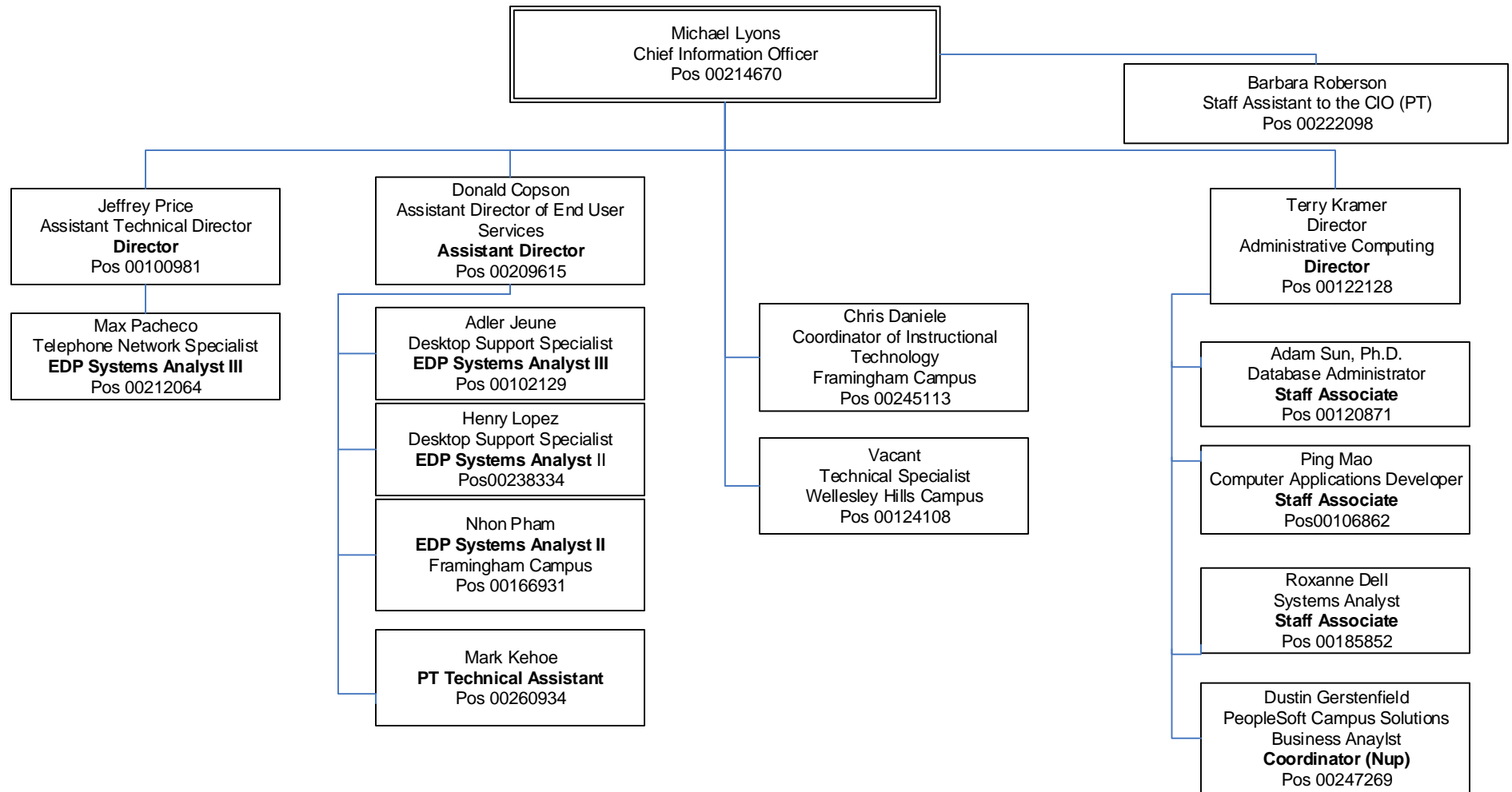
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AVP-Finance & Administrative Services

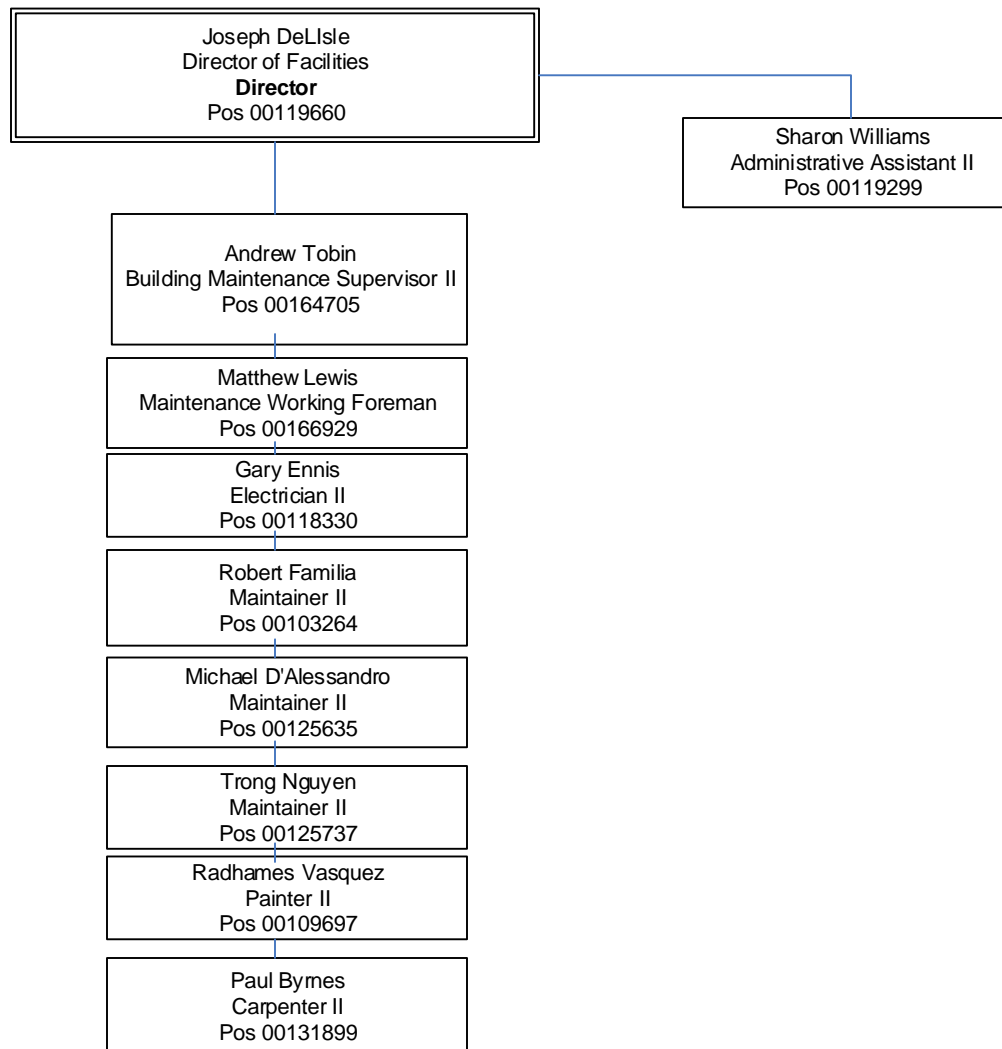


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from functional title**

Information Technology

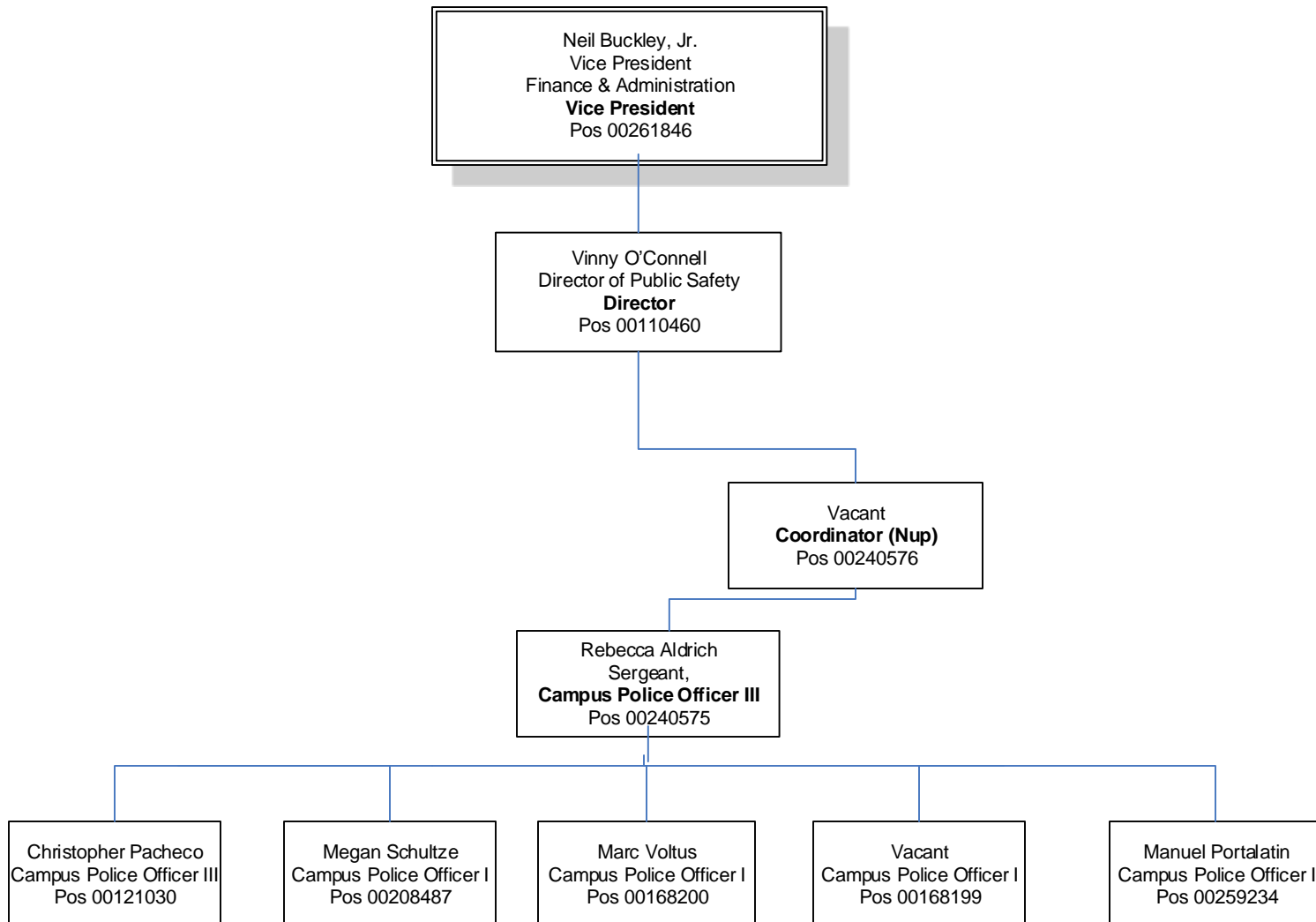


Facilities

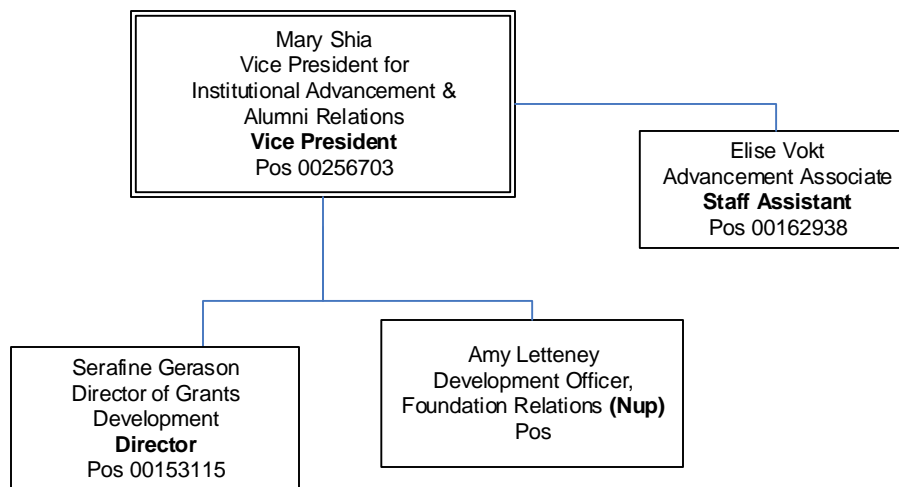


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Public Safety

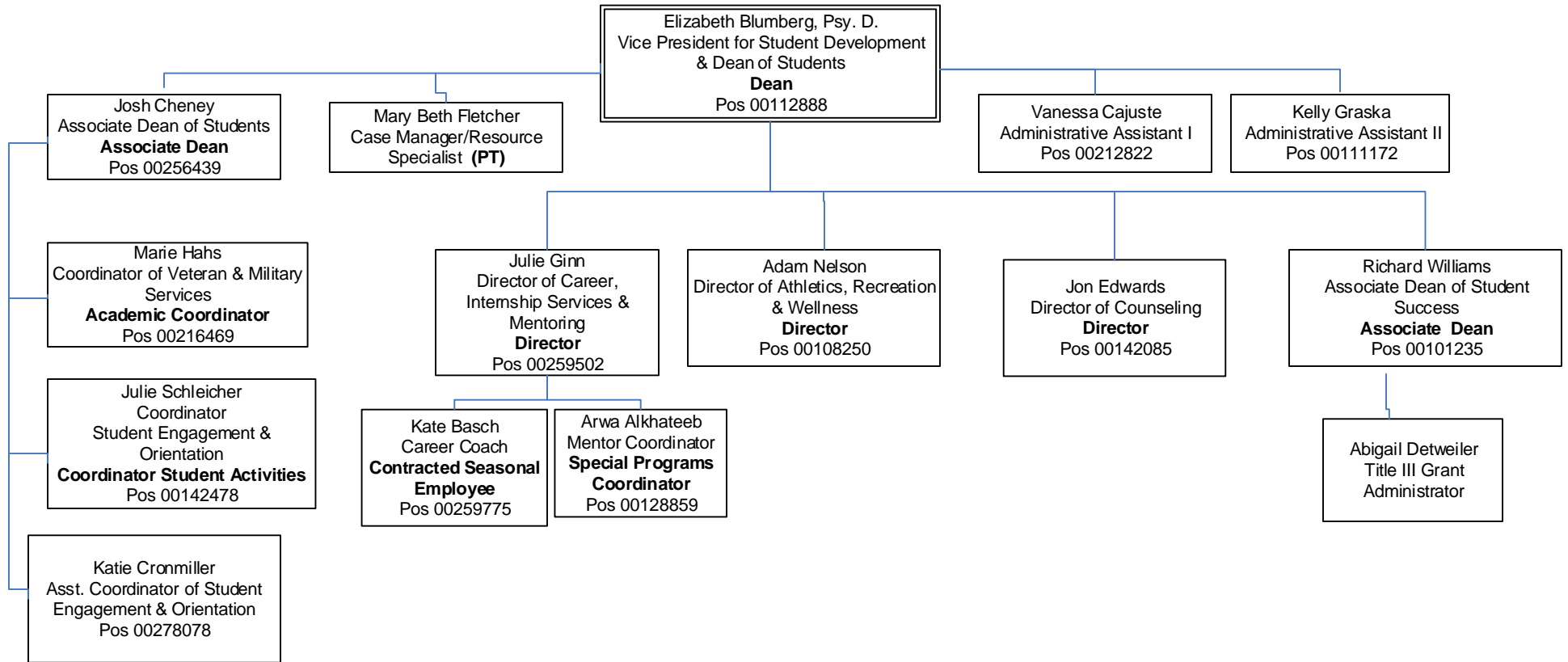


Foundation/Alumni Affairs



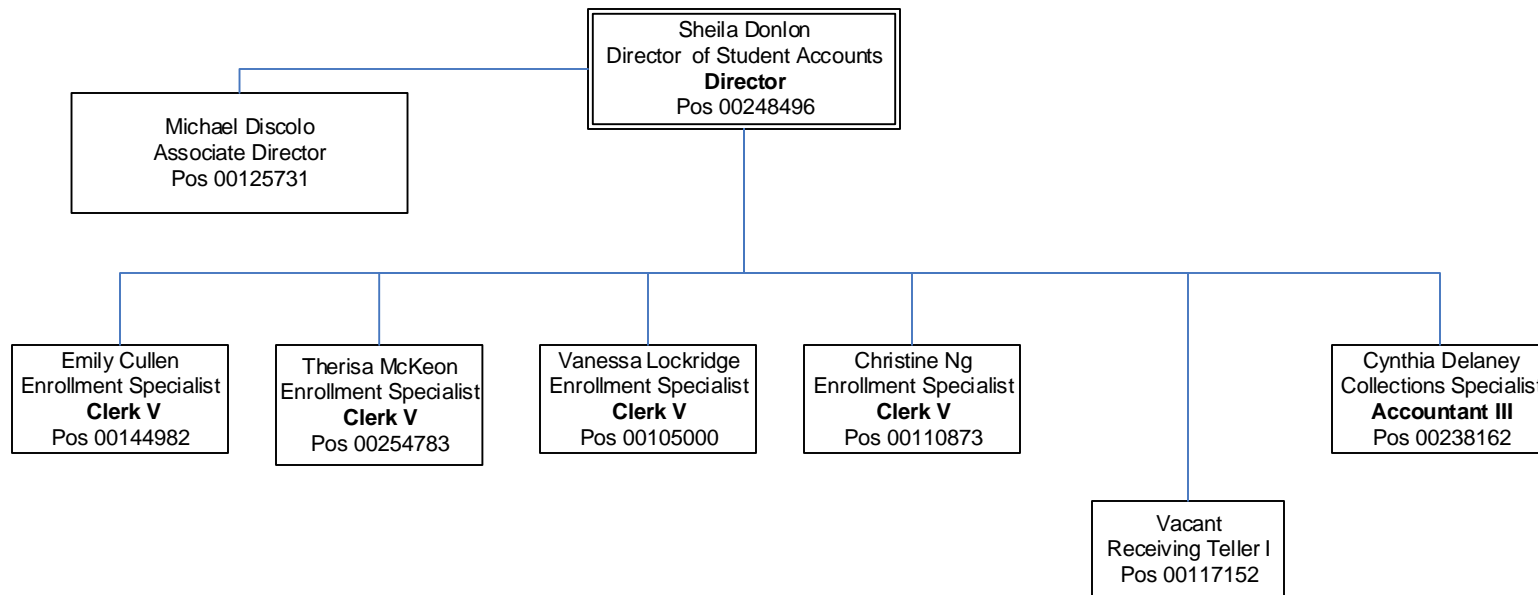
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Student Development



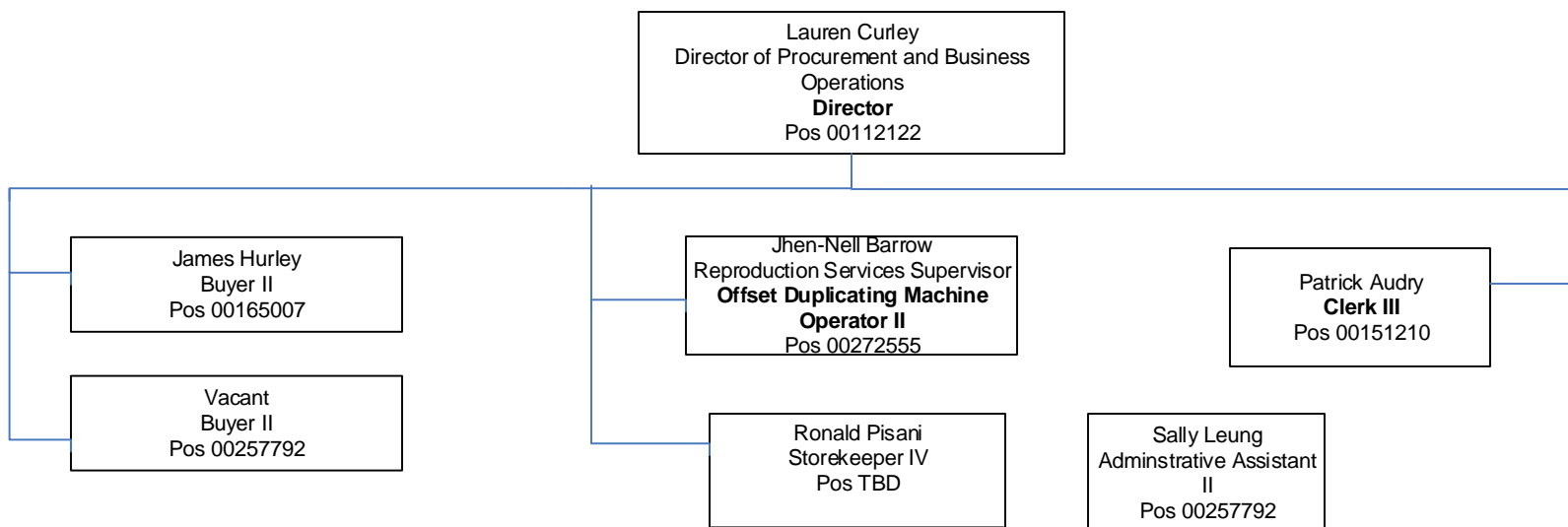
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Student Accounts



**Denotes official title
as outlined by job
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from functional title**

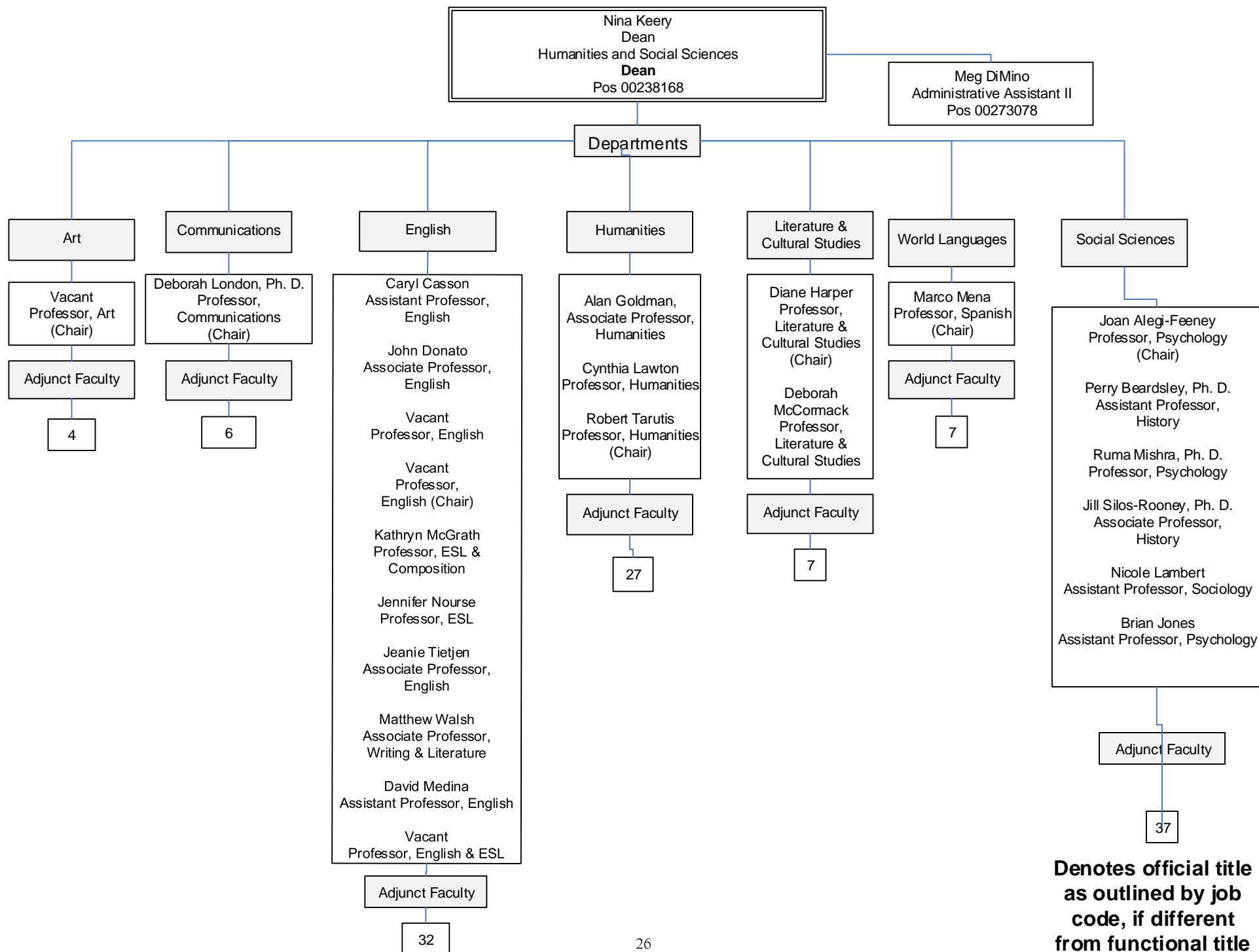
Purchasing & Business Operations



* denotes interim role

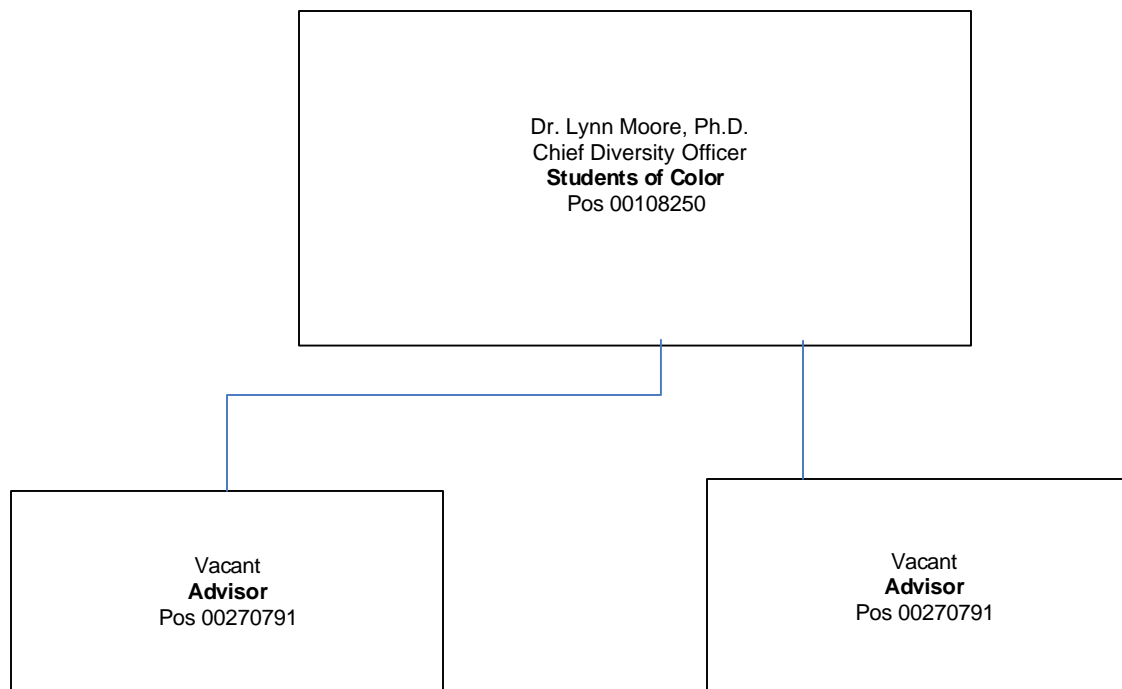
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Division of Humanities & Social Sciences

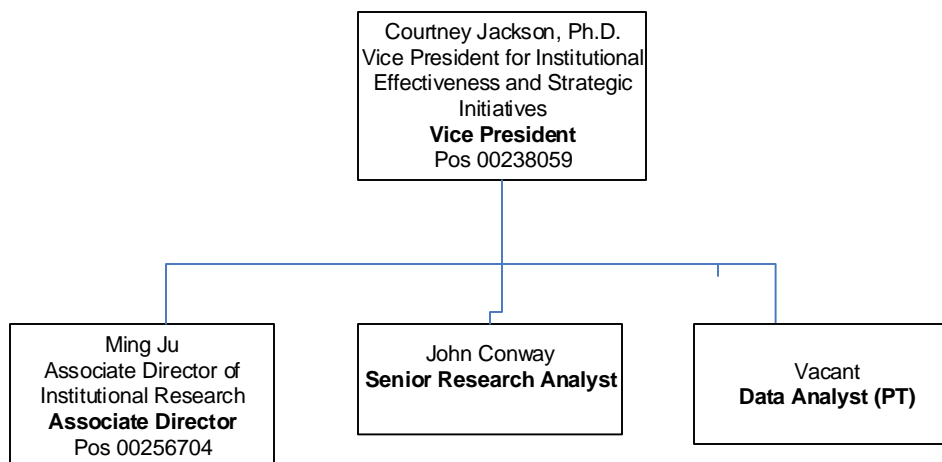


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Students of Color

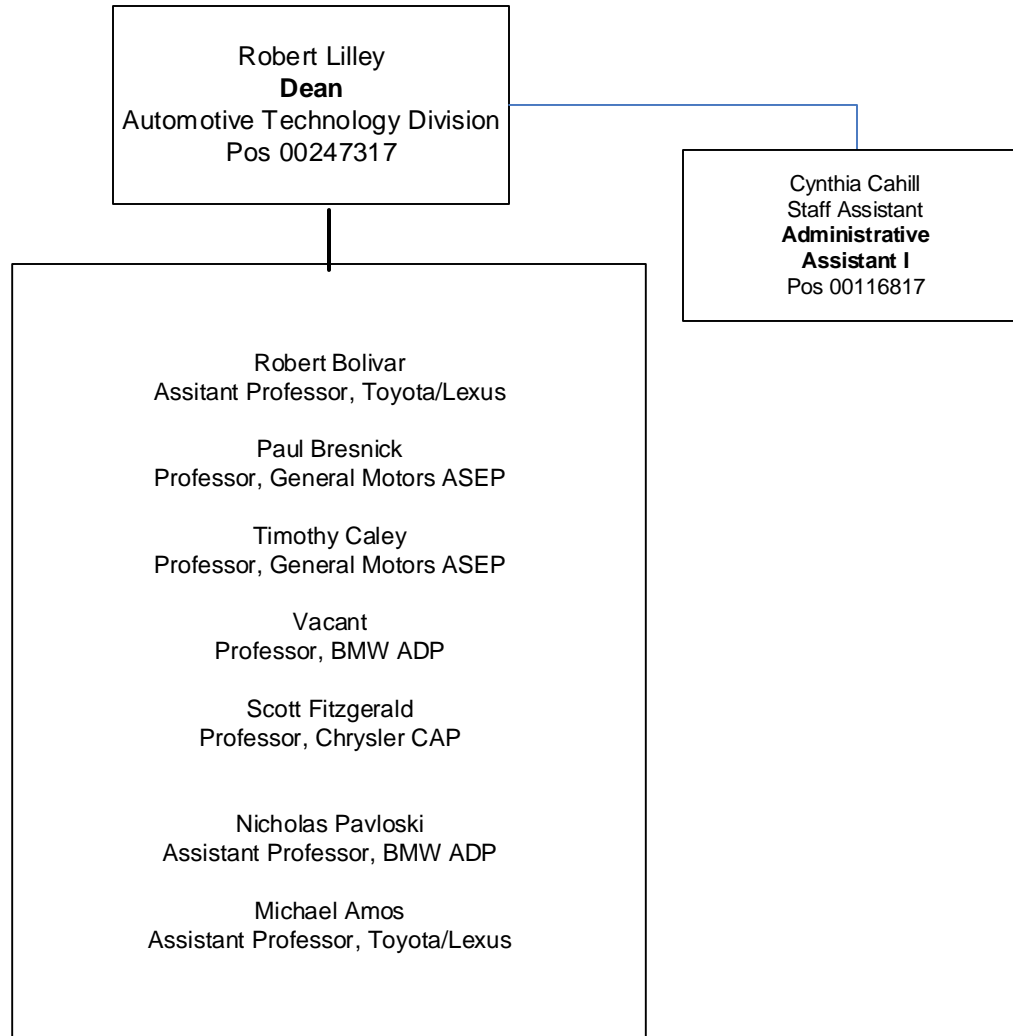


Strategic Planning & Institutional Effectiveness



Denotes official title as outlined by job code, if different from functional title

Automotive Division



Concept Floor Plans

Levels 1 + 2

KEY

- Admin/Fac/Staff
- Student Services
- GE / HS / ECE
- Health Science
- Building Support

- Entrance
- Ambulance
- Service



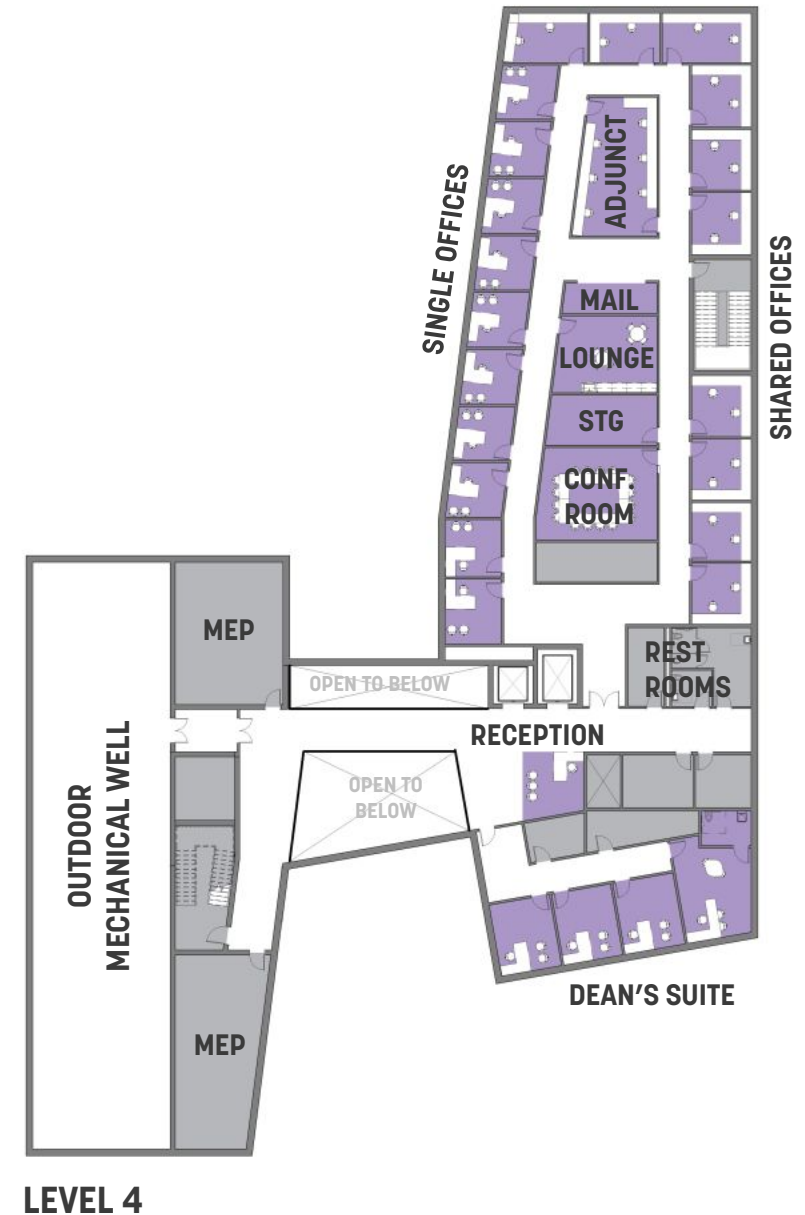
Concept Floor Plans

Levels 3 + 4

KEY

- Admin/Fac/Staff
- Student Services
- GE / HS / ECE
- Health Science
- Building Support

- Entrance
- Ambulance
- Service



**Assessment of Learning in Majors
Annual Summary and Analysis**

Major:

Academic Year:

Report Prepared By:

Current Year's Assessment

1. What major learning goal(s) were assessed this year?
2. How were these assessments conducted?
3. What are the significant findings from this current round of assessment?
4. Do this year's assessment demonstrate progress in achieving goals that emerged from previous years' assessments?
5. What priorities emerge from this year's assessment?
6. What activities are planned to address these priorities?

Appendix: Course Learning Assessment Reports

Assessment Schedule

<u>Learning Goal</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					