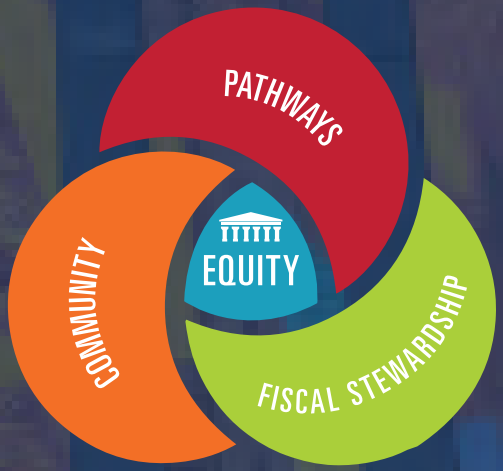
NECHE
2024 Self-Study

MIDDLESEX
Community College
BEDFORD • LOWELL



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Institutional Characteristics Form

Institutional Characteristics Form

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

Date: 07/01/2024

1. Corporate name of institution: **Middlesex Community College**
2. Date institution was chartered or authorized: **1968**
3. Date institution enrolled first students in degree programs: **1970**
4. Date institution awarded first degrees: **1971**
5. Type of control:

Public

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

Private

- ☐ Independent, not-for-profit
- ☐ Religious Group_____
  (Name of Church)
- ☐ Proprietary
- ☐ Other_____
  (Specify)

By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Massachusetts Department of Higher Education

6. Level of postsecondary offering (check all that apply)

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

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

☒ Occupational training at the crafts/clerical level (certificate or diploma)

☒ Occupational training at the technical or semi-professional level (degree)

☒ Two-year programs designed for full transfer to a baccalaureate degree

☒ Liberal arts and general

☒ **Teacher preparatory**

☐ Professional

☐ Other_____

8. The calendar system at the institution is:

☒ **Semester** ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate 15 credit hours (term) | 30 credit hours (annual)

b) Graduate Not applicable

c) Professional Not applicable

10. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Fall 2023 Full-time student headcount	1,538	0	1,538
Fall 2023 Part-time student headcount	3,120	0	3,120
Fall 2023 FTE	2,849	0	2,849
FY 2022-23 FTE	2,795	0	2,795

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

	Undergraduate	Graduate	Total
Fall 2023 Dual Enrollment	3,175	0	3,175
Fall 2023 Non-Matriculated/ Not Dual Enrollment	447	0	447
FY 2022-23 Non-credit	2,015	0	2,015

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Dental Assisting	Commission on Dental Accreditation of the American Dental Association (CODA)	1975	2016	2024
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association (CODA)	1975	2016	2024

Dental Laboratory Technology	Commission on Dental Accreditation of the American Dental Association (CODA)	1979	2016	2024
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography	1986	2023	2033
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1999	2016	2025
Nursing	Accreditation Commission for Education in Nursing (ACEN)	1980	2023	2030
Paralegal Studies	American Bar Association (ABA)	2010	2017	2024

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

	Full degree	50%-99%	FTE
A. In-state Locations	n/a	n/a	n/a
None | Not Appliable	n/a	n/a	n/a
B. Out-of-state Locations	n/a	n/a	n/a
None | Not Appliable	n/a	n/a	n/a

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

Name of program(s)	Location	Headcount
None | Not Appliable	n/a	n/a

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

Name of program	Degree level	% on-line	Fall 2023 FTE
Biology Transfer	Associate In Science (AS)	At Least 80%	96
Biomedical Engineering	Associate In Science (AS)	At Least 80%	24
Biotechnology	Associate In Science (AS)	At Least 50%	79
Biotechnology Technician Certificate	Certificate	At Least 50%	7
Business Administration- Accounting	Associate In Science (AS)	100% Online	32
Business Administration Career	Associate In Science (AS)	100% Online	65
Business Administration Transfer	Associate In Science (AS)	100% Online	295
Chemistry Transfer	Associate In Science (AS)	At Least 80%	13
Communication Career Option	Associate In Science (AS)	100% Online	16

Communication Transfer	Associate In Science (AS)	100% Online	26
Computer Science Transfer	Associate In Science (AS)	100% Online	168
Computer Science Transfer Secure Software Development	Associate In Science (AS)	100% Online	16
Computerized Accounting Certificate	Certificate	100% Online	1
Criminal Justice	Associate In Science (AS)	100% Online	1
Criminal Justice Transfer	Associate In Science (AS)	100% Online	82
Culinary Arts	Associate In Science (AS)	At Least 80%	11
Culinary Arts Certificate	Certificate	At Least 50%	6
Dental Assisting	Certificate	At Least 50%	14
Dental Assisting	Associate In Science (AS)	At Least 50%	1
Digital Forensics	Associate In Science (AS)	At Least 80%	0
Early Childhood Ed Assistant Teacher Certificate	Certificate	At Least 80%	9
Early Childhood Education	Associate In Science (AS)	At Least 50%	7
Early Childhood Education Leadership Certificate	Certificate	At Least 80%	0
Early Childhood Education Transfer	Associate In Science (AS)	At Least 80%	70
Elementary Education Associate Degree	Associate In Science (AS)	At Least 80%	35
Engineering Science Transfer - Chemical Engineering	Associate In Science (AS)	At Least 80%	15
Engineering Science Transfer Civil/Environmental Engineering	Associate In Science (AS)	At Least 80%	22
Engineering Science Transfer Mechanical Engineering	Associate In Science (AS)	At Least 80%	57
Engineering Science Transfer; Electrical And Computer Concentration	Associate In Science (AS)	At Least 80%	49
Engineering Tech Cad Certificate	Certificate	100% Online	4
Engineering Technology CAD	Associate In Science (AS)	100% Online	19
Entrepreneurship Certificate	Certificate	100% Online	1
Fashion Merchandising	Associate In Science (AS)	100% Online	8
Fire Protection And Safety Technology	Associate In Science (AS)	100% Online	22
Graphic Design Certificate	Certificate	At Least 80%	1
Health Care Admin Degree	Associate In Science (AS)	100% Online	27
Hospitality Management	Associate In Science (AS)	100% Online	7
Hospitality Management Certificate	Certificate	100% Online	2
Human Services	Associate In Science (AS)	At Least 80%	15
Human Services Transfer	Associate In Science (AS)	At Least 80%	13
Information Technical Cyber Security	Associate In Science (AS)	100% Online	58
Information Technology Networking And User Support	Associate In Science (AS)	100% Online	21
IT Advanced Cybersecurity Operations Certificate	Certificate	100% Online	0
IT Cybersecurity Operations Certificate	Certificate	100% Online	0
IT Networking And User Support Certificate	Certificate	100% Online	4

Launch Your Business Certificate	Certificate	100% Online	1
Liberal Arts - English Literature	Associate In Arts (AA)	100% Online	4
Liberal Arts & Sci/Psychology Concentration	Associate In Arts (AA)	100% Online	135
Liberal Arts And Sciences	Associate In Arts (AA)	100% Online	190
Liberal Arts And Sciences Fine & Performing Arts - Music	Associate In Arts (AA)	At Least 50%	7
Liberal Arts And Sciences-History, Politics & Global Studies	Associate In Arts (AA)	100% Online	37
Liberal Arts-Creative Writing	Associate In Arts (AA)	At Least 50%	17
Liberal Arts-World Languages	Associate In Arts (AA)	100% Online	8
Liberal Studies	Associate In Science (AS)	100% Online	570
Liberal Studies- Aviation Maintenance Technology	Associate In Science (AS)	At Least 50%	7
Liberal Studies- Graphic Design	Associate In Science (AS)	At Least 50%	35
Liberal Studies- Paralegal	Associate In Science (AS)	100% Online	15
Liberal Studies Performing Arts - Music Concentration	Associate In Science (AS)	At Least 50%	9
Liberal Studies: Health Science Career	Associate In Science (AS)	At Least 50%	2
Liberal Studies: Health Science Transfer	Associate In Science (AS)	At Least 50%	2
Mathematics Transfer	Associate In Science (AS)	100% Online	10
Medical Billing Coding Certificate	Certificate	100% Online	7
Paralegal Studies Certificate	Certificate	100% Online	14
Paralegal Studies Transfer	Associate In Science (AS)	At Least 80%	16

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Pridestar/Trinity EMS	229 Stedman St., Lowell, MA 01851	EMT 100	Course	9

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

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

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

Middlesex Community College celebrated 50 years starting in September 2020. The college was proud to honor the past and celebrate the future, which centers around the over 26,000 students MCC has welcomed over its storied history. The heart of the college's mission is student success and Middlesex strives to provide a quality and accessible education for all.

A leader of award-winning online learning for over 20 years, MCC was one of the first in the state to offer online courses. As a community college, MCC awards associate degrees as well as credit and noncredit certificates to help students advance to the workforce and transfer to a four-year college or university. The college enjoys partnerships with industry leaders within the communities of Bedford, Lowell, and the surrounding area. Students receive a high-quality, affordable, and comprehensive education that includes clinical, lab, internship, and service-learning opportunities.

Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	James J. Campbell	Chairman	2015
President/CEO	Philip Sisson*	President	2021
Chief Academic Officer	Arlene Rodriguez*	Provost and Vice President of Academic and Student Affairs	2021
Chief Financial Officer	Allison Chambers*	Vice President of Finance	2022
Planning/Administration	Patrick Cook*	Vice President of Administration	2022
Human Resources	Mary Emerick*	Vice President of Human Resources	2016
Advancement/ Development	Judy Burke*	Vice President of Institutional Advancement and Workforce Development	2023
Chief Information Officer	Pramod Bhardwaj*	Chief Information Officer	2022
Diversity Officer	Maria Gariepy*	Executive Director of Diversity Equity and Belonging	2023
Associate Chief Academic Officer	Matthew Olson	Associate Provost of Academic Affairs and Strategic Initiatives	2024
Deans of Schools and Colleges	Judy Hogan	Dean of Business, Legal Studies & Public Service	1994
Deans of Schools and Colleges	Karen Townsend	Dean of Health	2022
Deans of Schools and Colleges	Marie Tupaj	Dean of STEM	2023

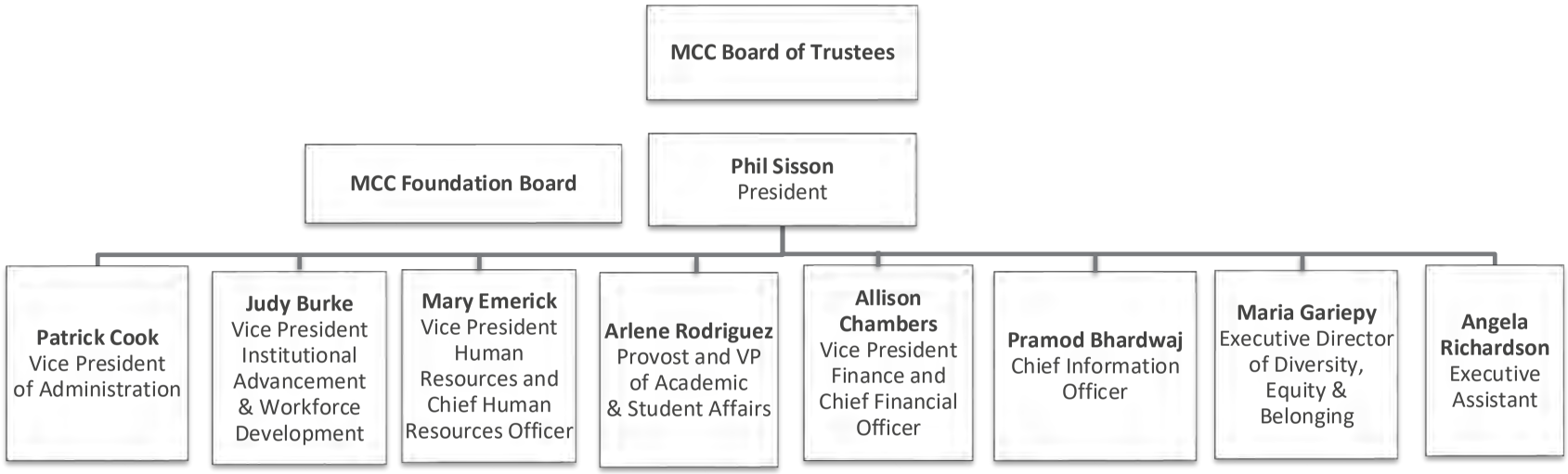
Deans of Schools and Colleges	Russell Olwell	Dean of Education & K-16 Partnerships	2023
Dean of Schools and Colleges	Vacant	Dean of Liberal Arts	2024
Enrollment Management	Scott O'Neil	Dean of Enrollment Services	2021
Chief Student Services Officer	Leonard Russ	Dean of Students	2022
Institutional Research	Ryan Johnson	Senior Director of Institutional Research and Assessment	2023
Public Relations	Beth Noël	Director of Communications & Creative Services and Web Development	2019
Registrar	Kayla Caron	Registrar	2019
Financial Aid	Kimberly Tibbetts	Director of Financial Aid	2021
Library	Jordana Shaw	Director of Libraries	2022
Alumni Association	Barbara Maglio	Director of Annual Giving and Alumni Relations	2022
Grants/Research	Daniel Sherman	Director of Grant Development	2022
Admissions	Jennifer Migliozzi	Assistant Dean of Admissions	2024
Faculty-Staff Association Chair	Jenna Hurd	Assistant Director of Admission	2024 *(FSA Election)*
MCC Professional Association President	Shannon Carroll	Coordinator of Wellness Education	2024 *(MCCPA Union Election)*
Academic Standards Committee Chair	Jill Keller	Full-time Faculty	2024 *(FSA Election)*
Assessment Committee Chair	Jeanne Cronin	Full-time Faculty	2024 *(FSA Election)*
Curriculum Committee Chair	Kim Morrissey	Full-time Faculty	2022 *(FSA Election)*
General Education Committee Chair	Tonka Zelenkova	Full-time Faculty	2023 *(FSA Election)*
Sustainability Committee Chair	Lisa Lobel	Full-time Faculty	2023 *(FSA Election)*
Technology Committee Chair	Madhu Dhar	Full-time Faculty	2024 *(FSA Election)*

*Members of the President's Leadership Council

College Organizational Charts

MIDDLESEX Community College
Student Success Starts Here

Office of the President



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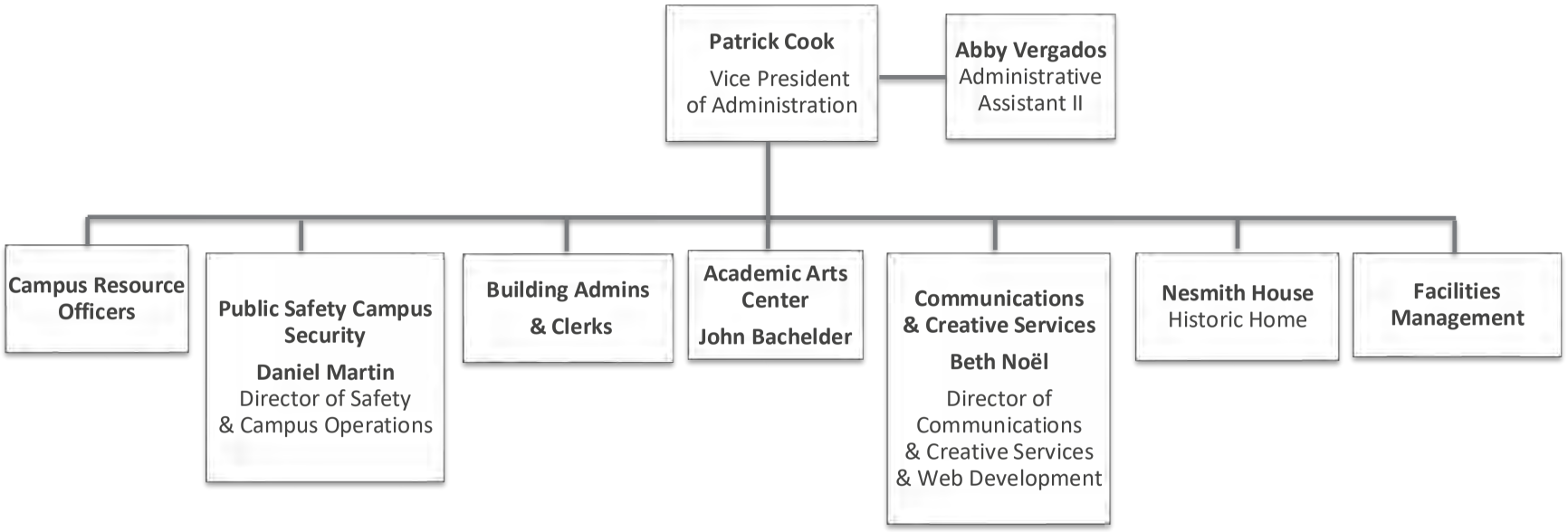
Administration



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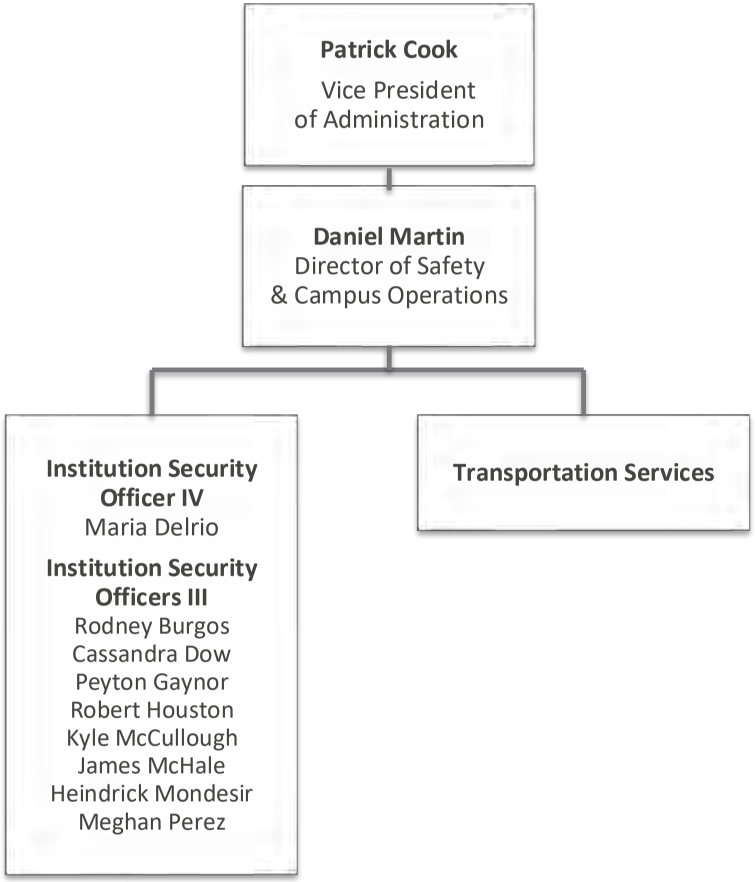
Administration: Public Safety/ Campus Security



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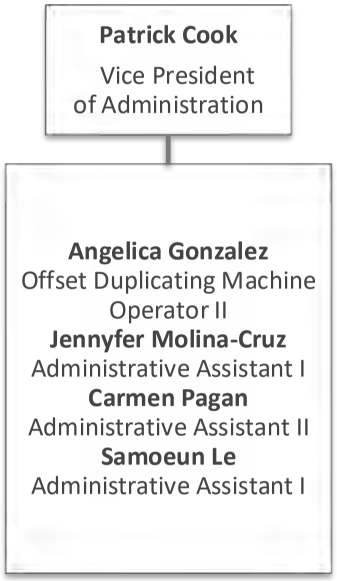
Administration: Building Admins & Clerks



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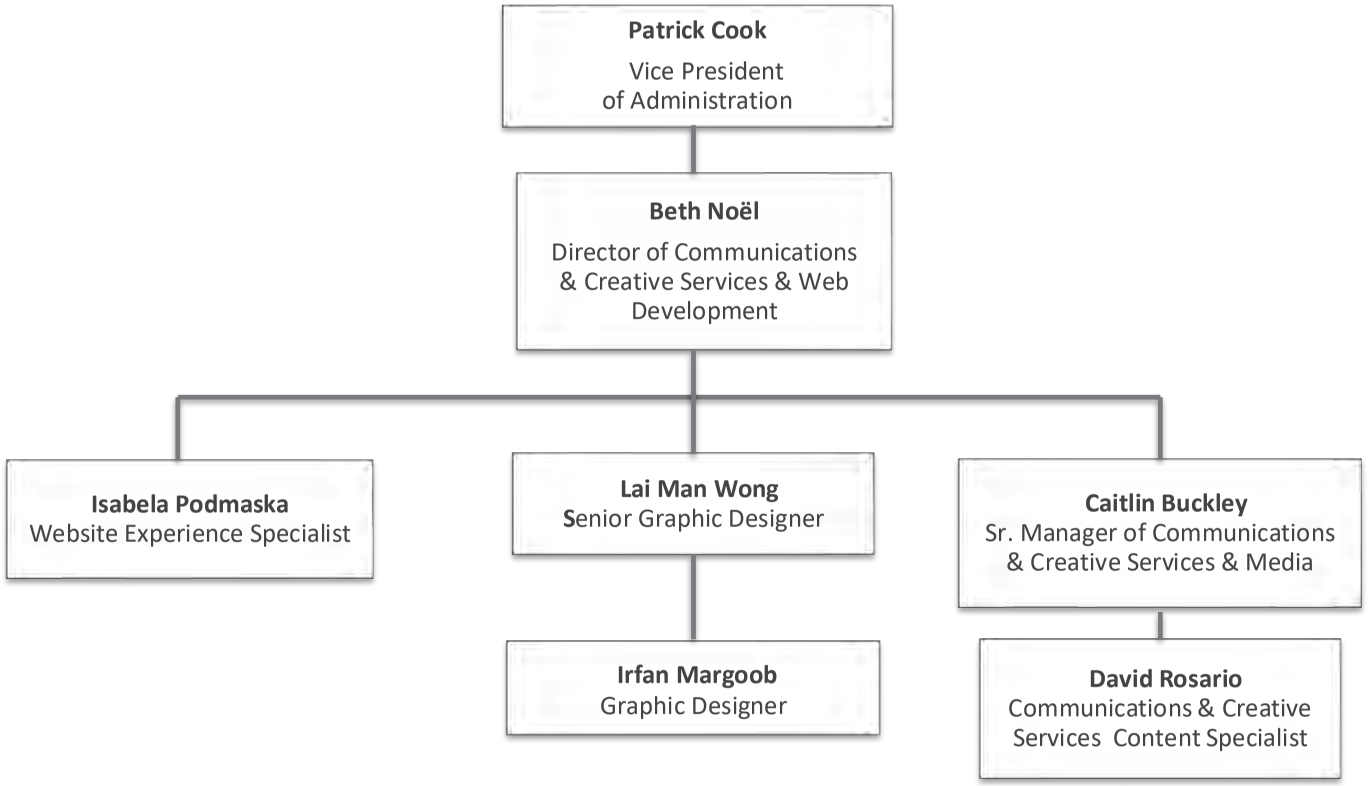
Administration: Communications & Creative Services



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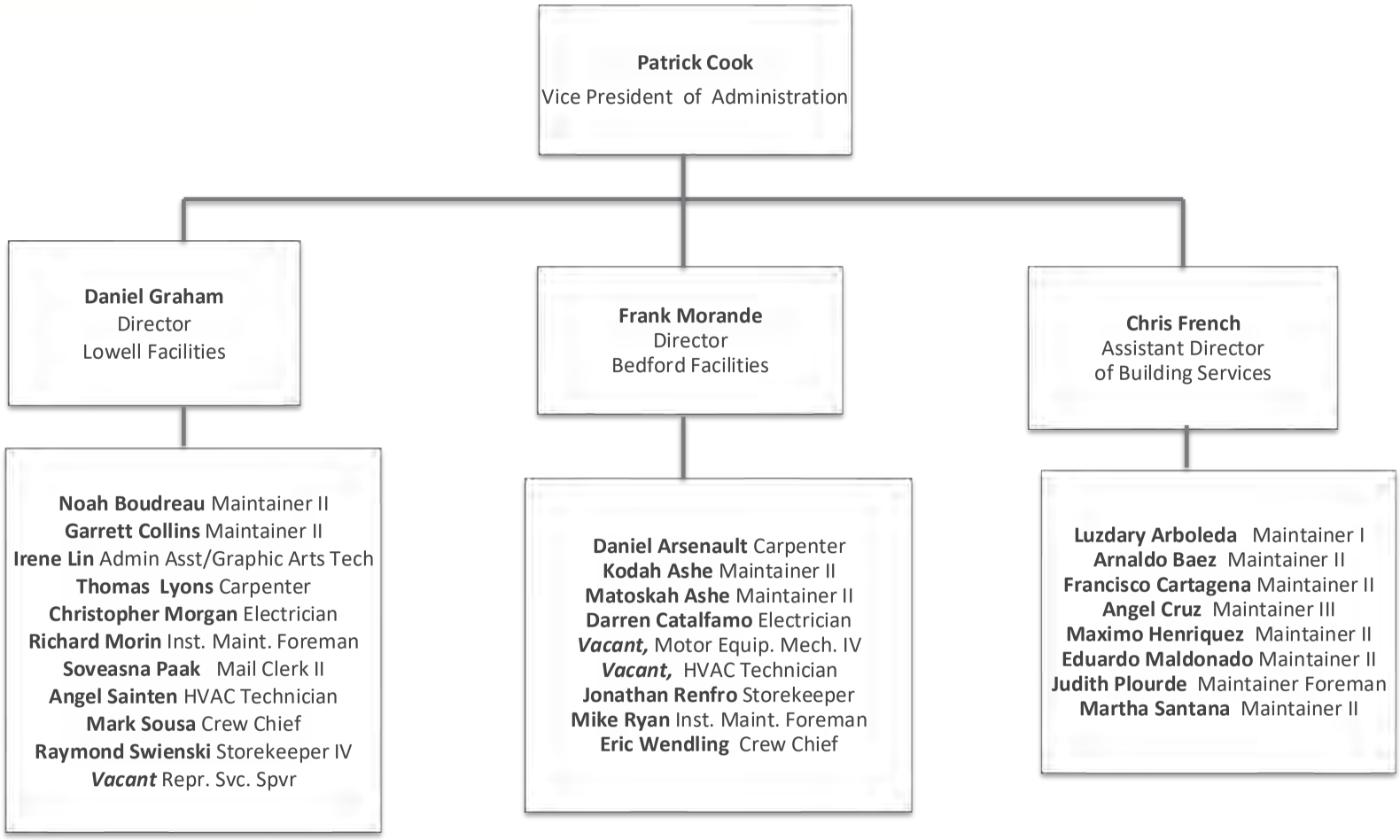
Administration:
Facilities Management



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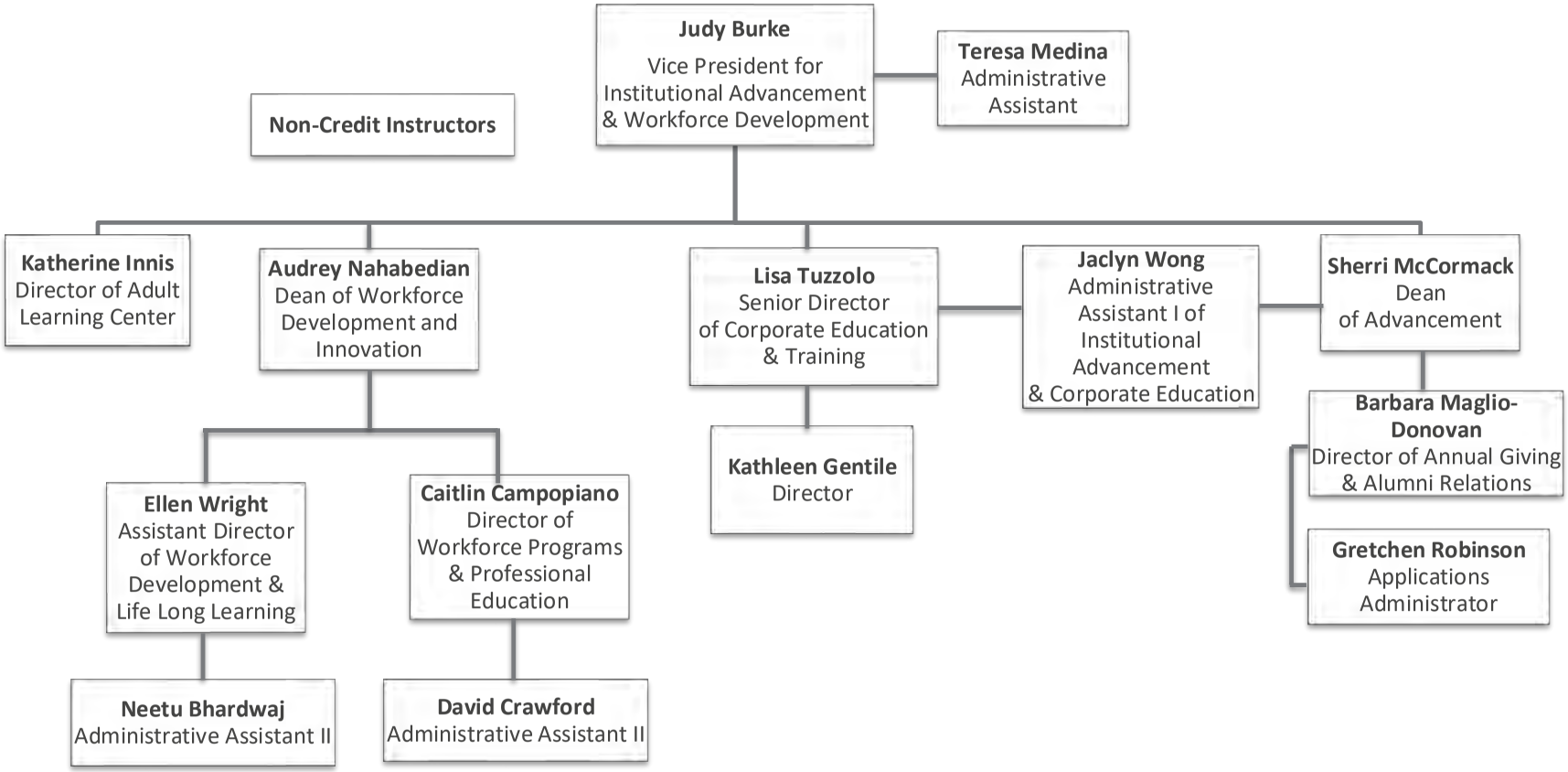
Institutional Advancement



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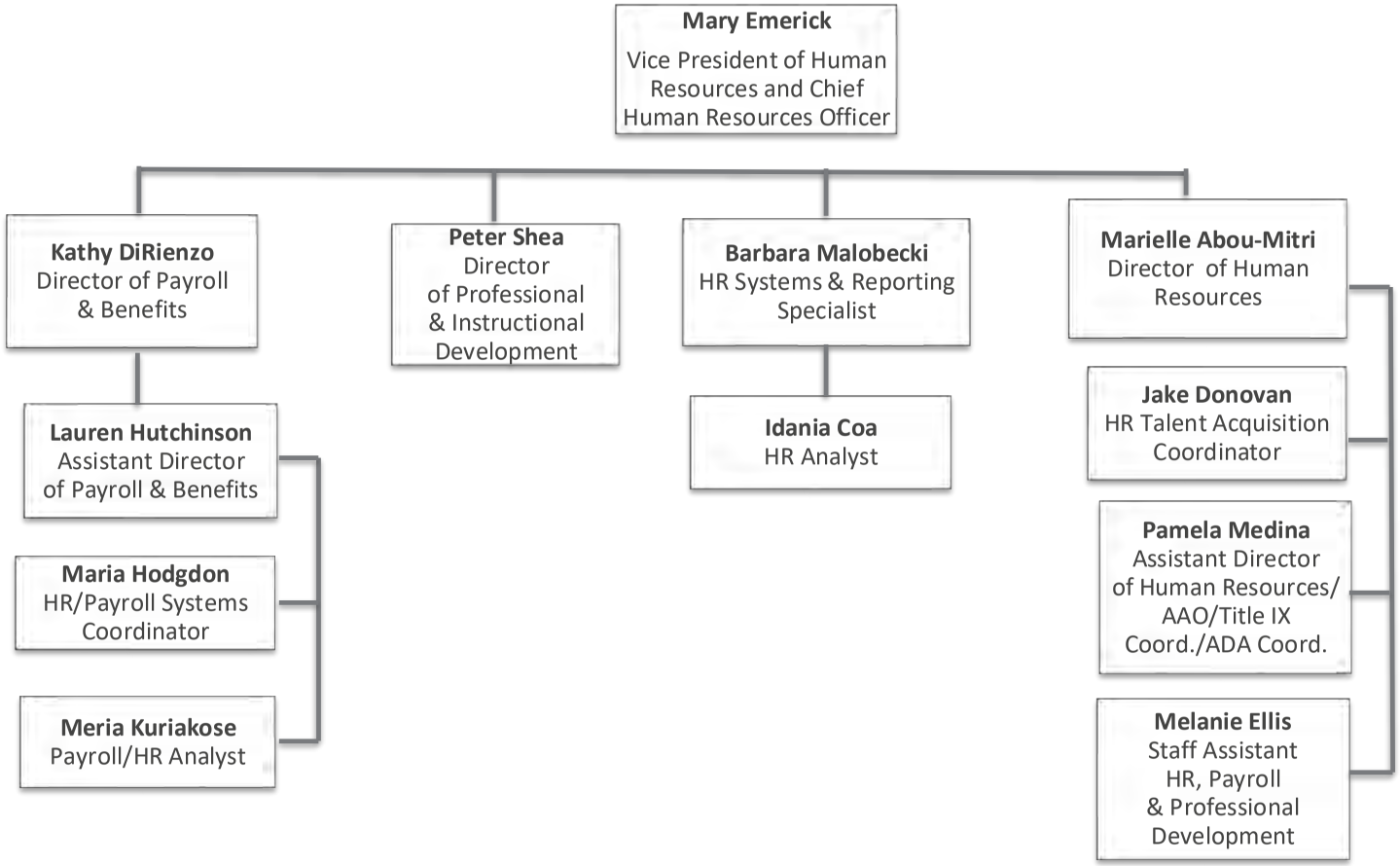
Human Resources



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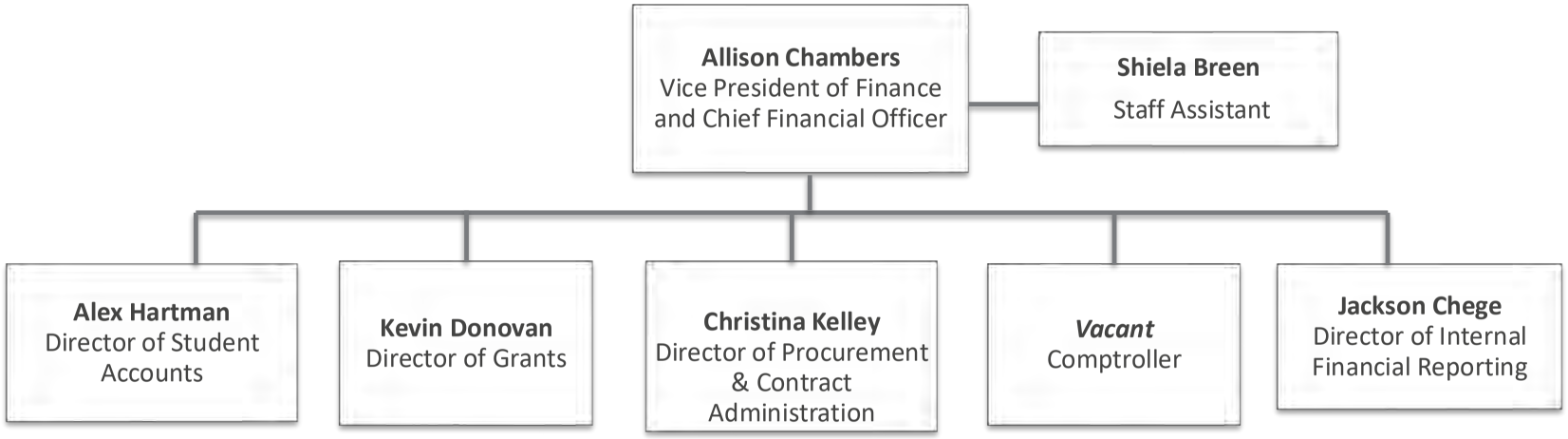
Finance



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Finance:
Purchasing & Procurement

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Student Success Starts Here

Finance:
Financial Services-Student Accounts

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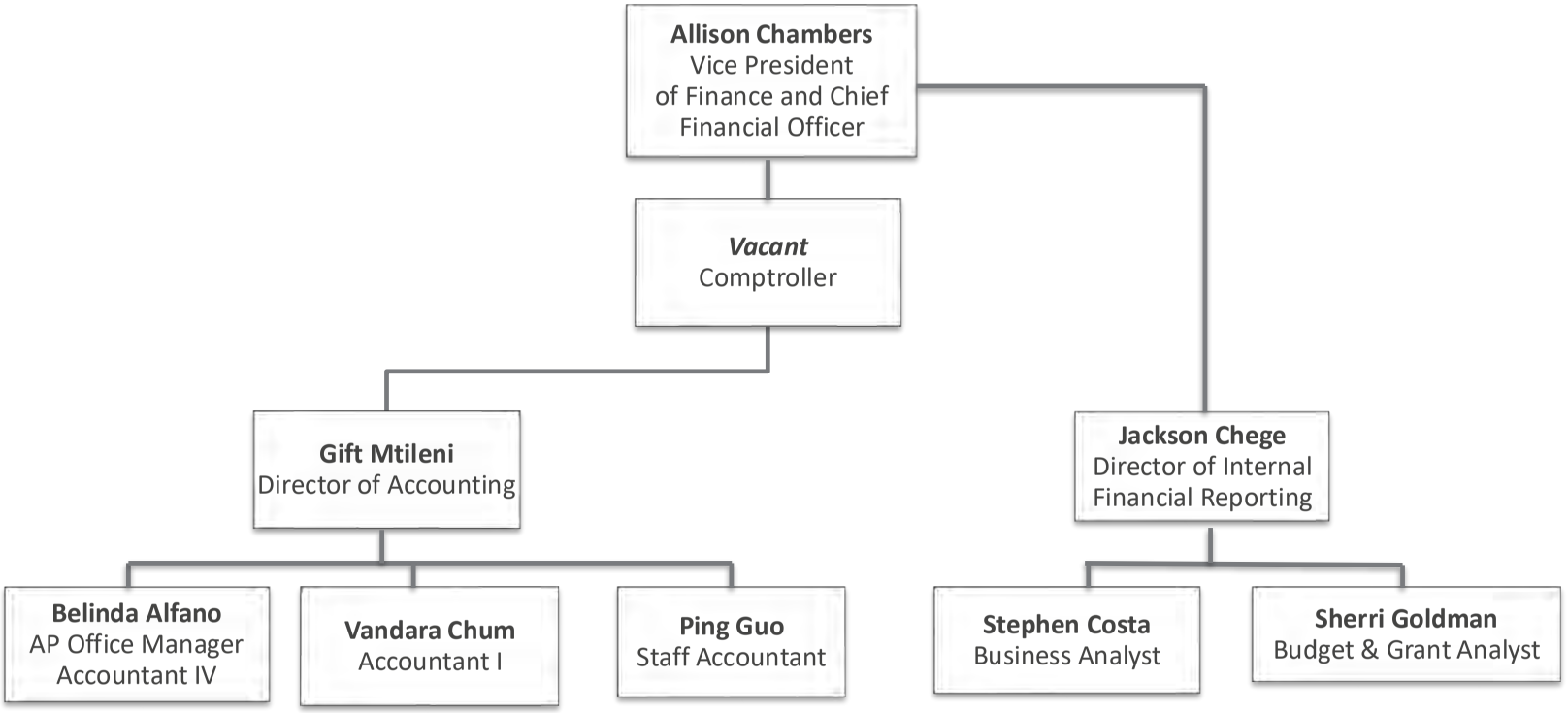
Finance: Business Office



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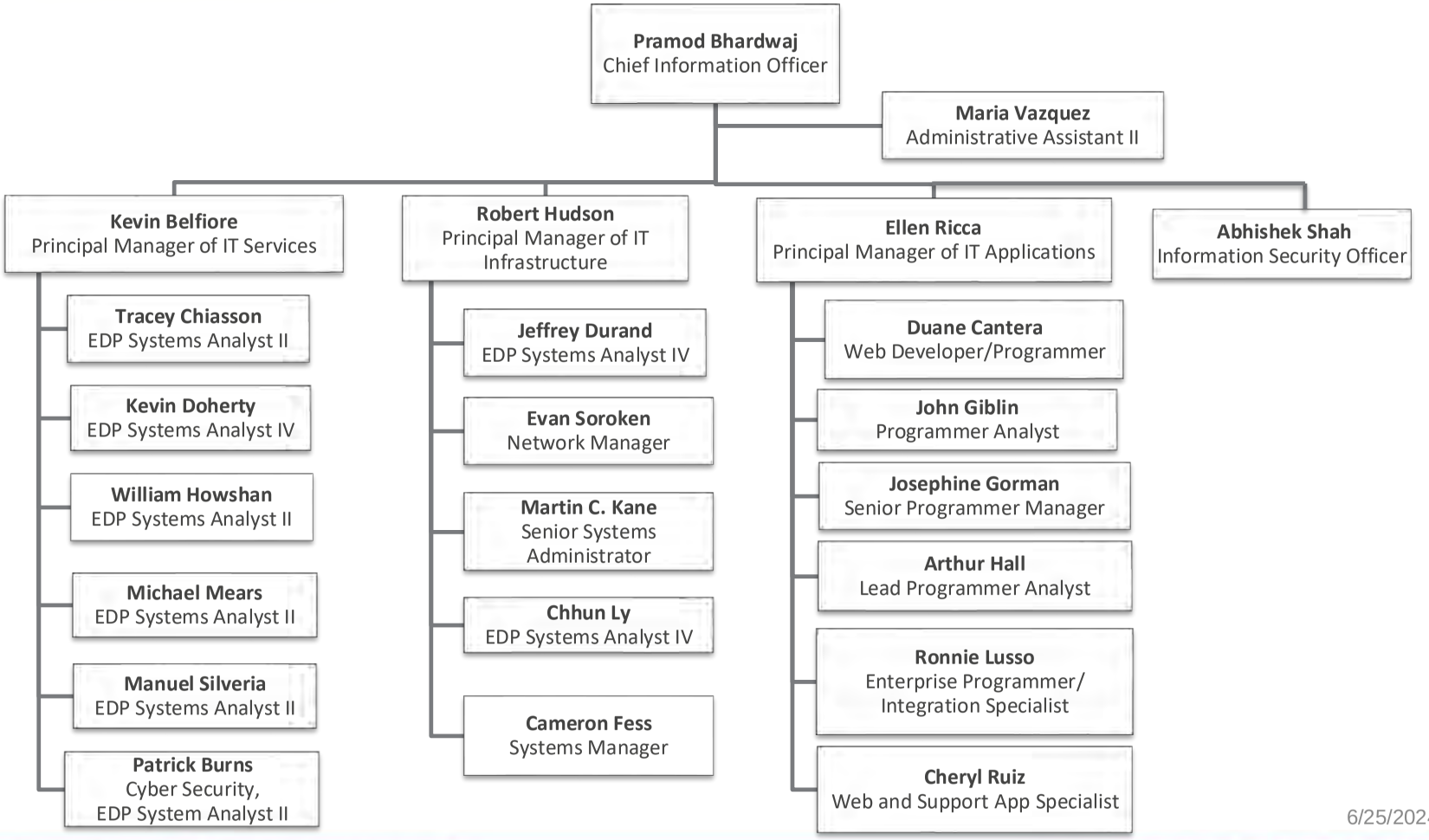
Information Technology



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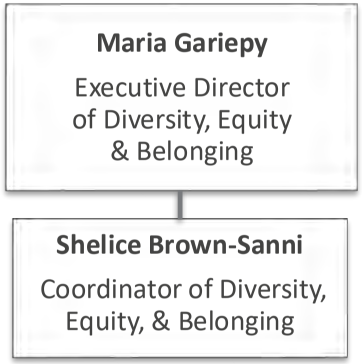
Office of Diversity, Equity & Belonging



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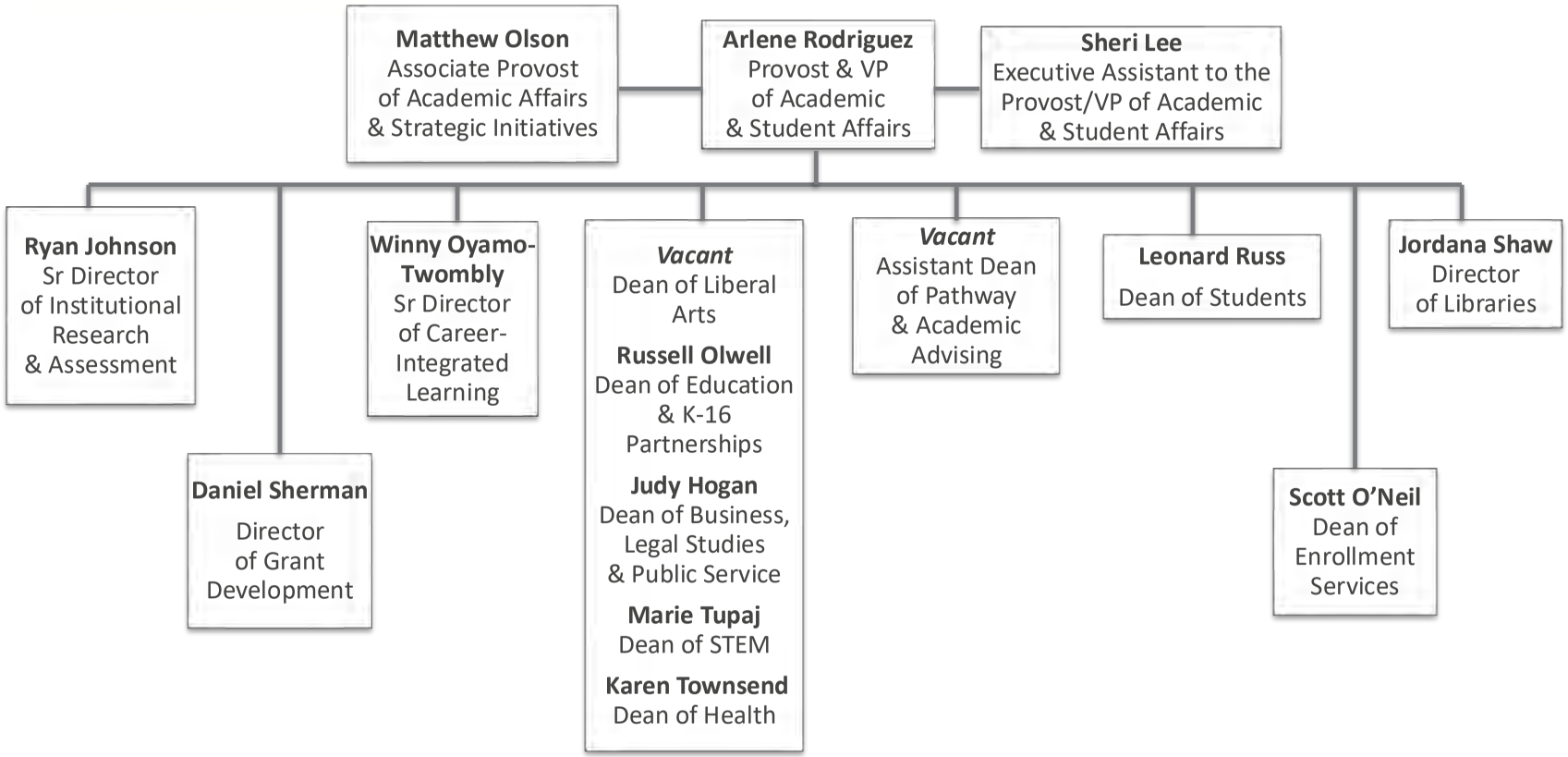
Academic and Student Affairs



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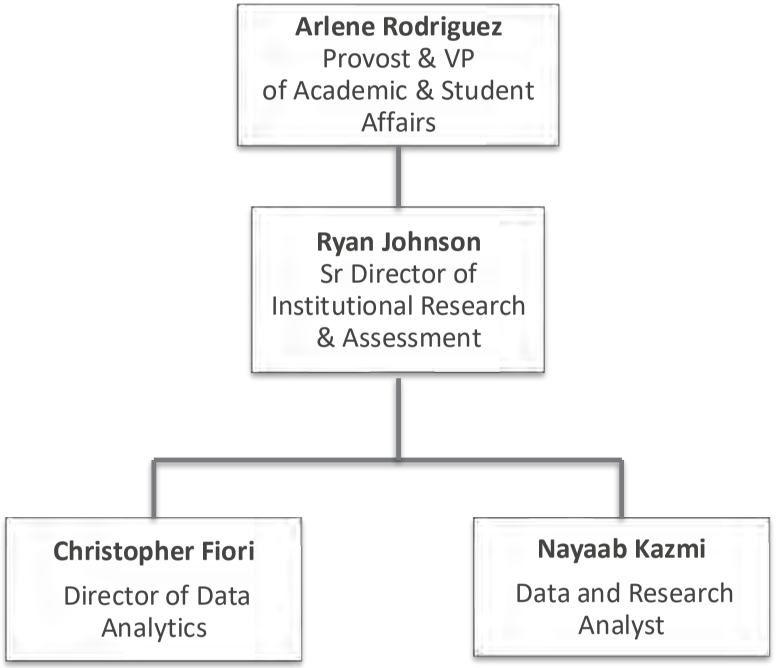
Institutional Research



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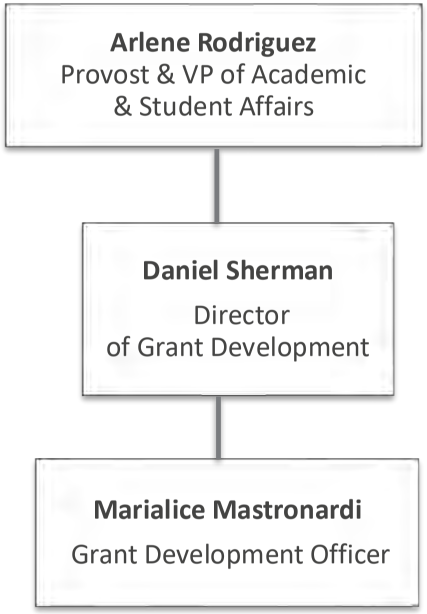
Grant Development



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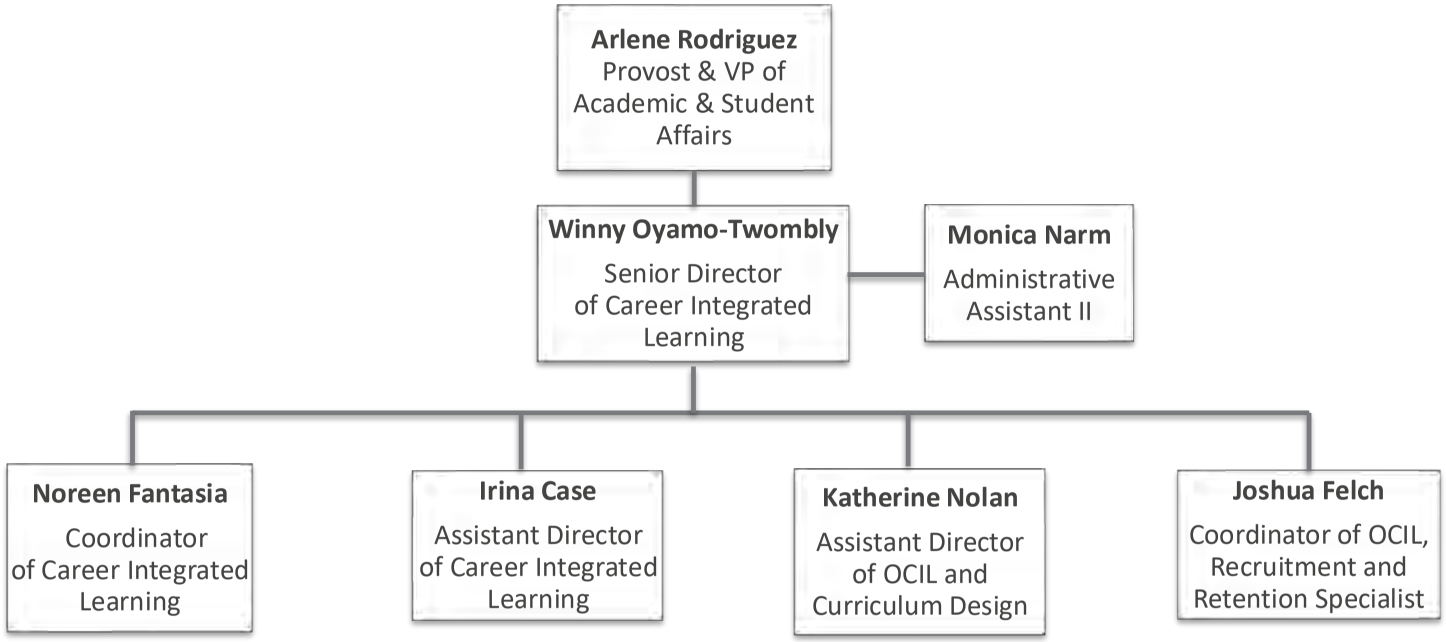
Career Integrated Learning



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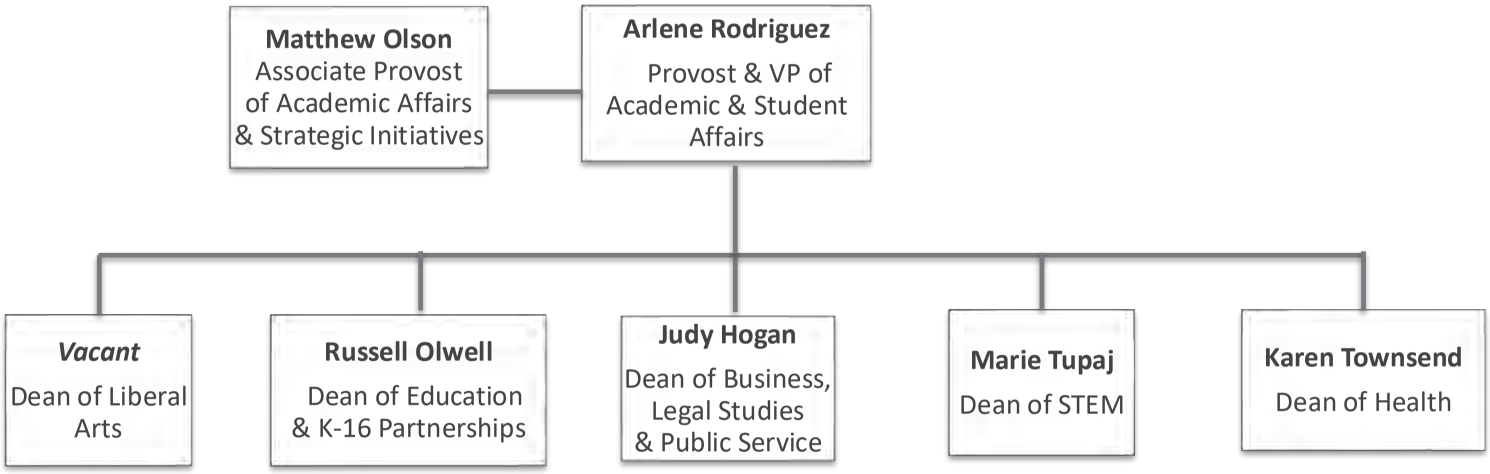
Academic Affairs



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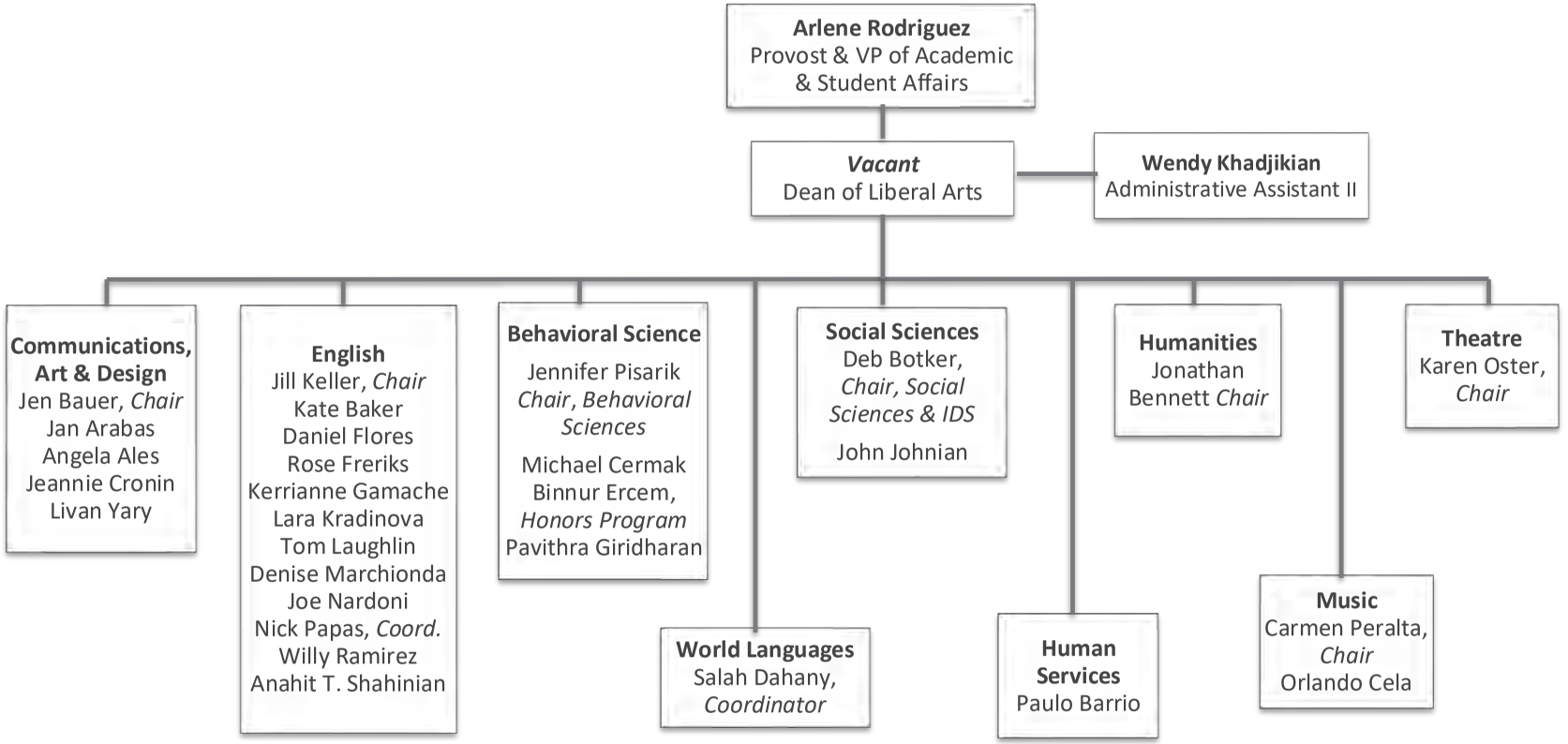
Liberal Arts



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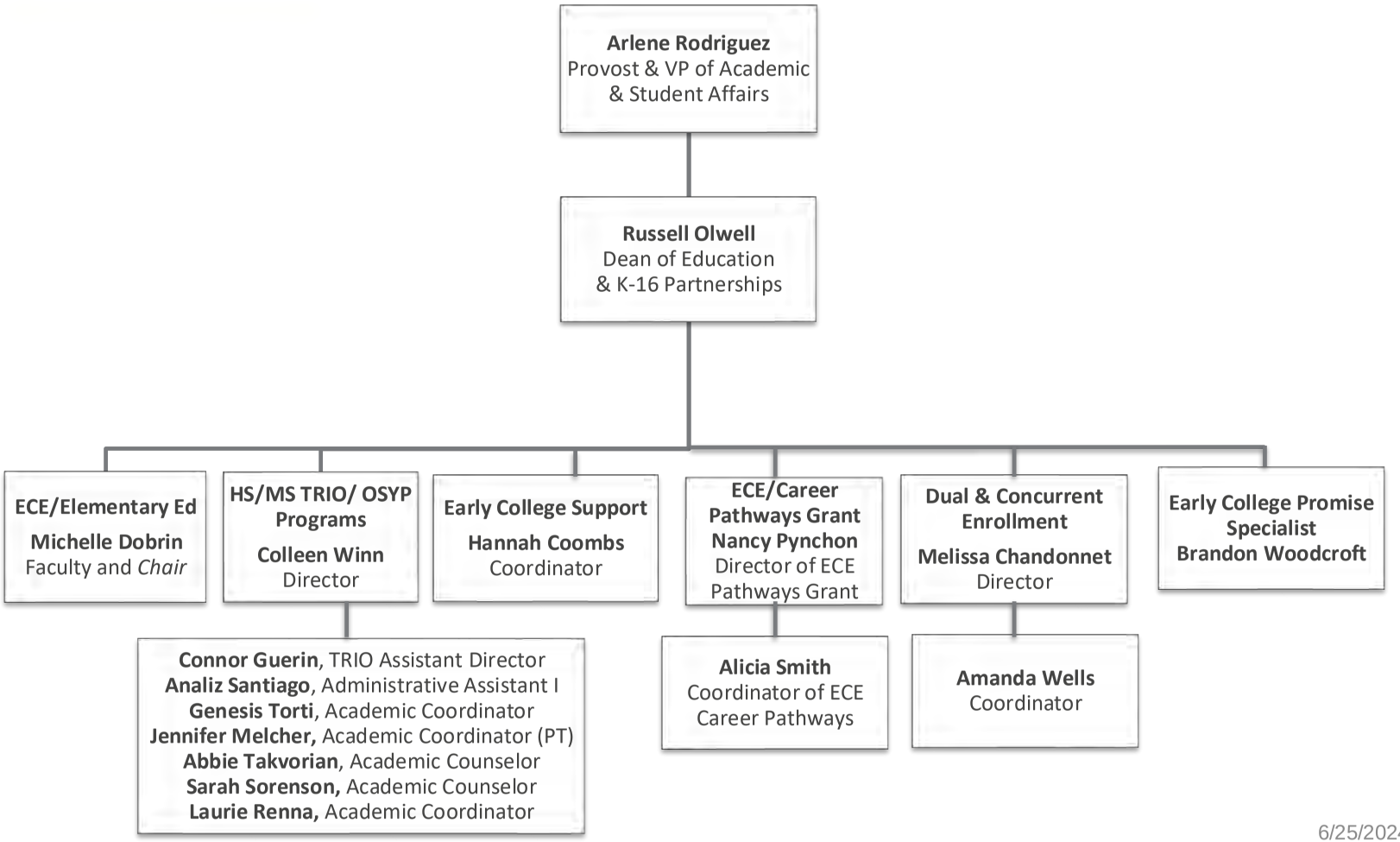
Student Success Starts Here

Education and K-16 Partnerships



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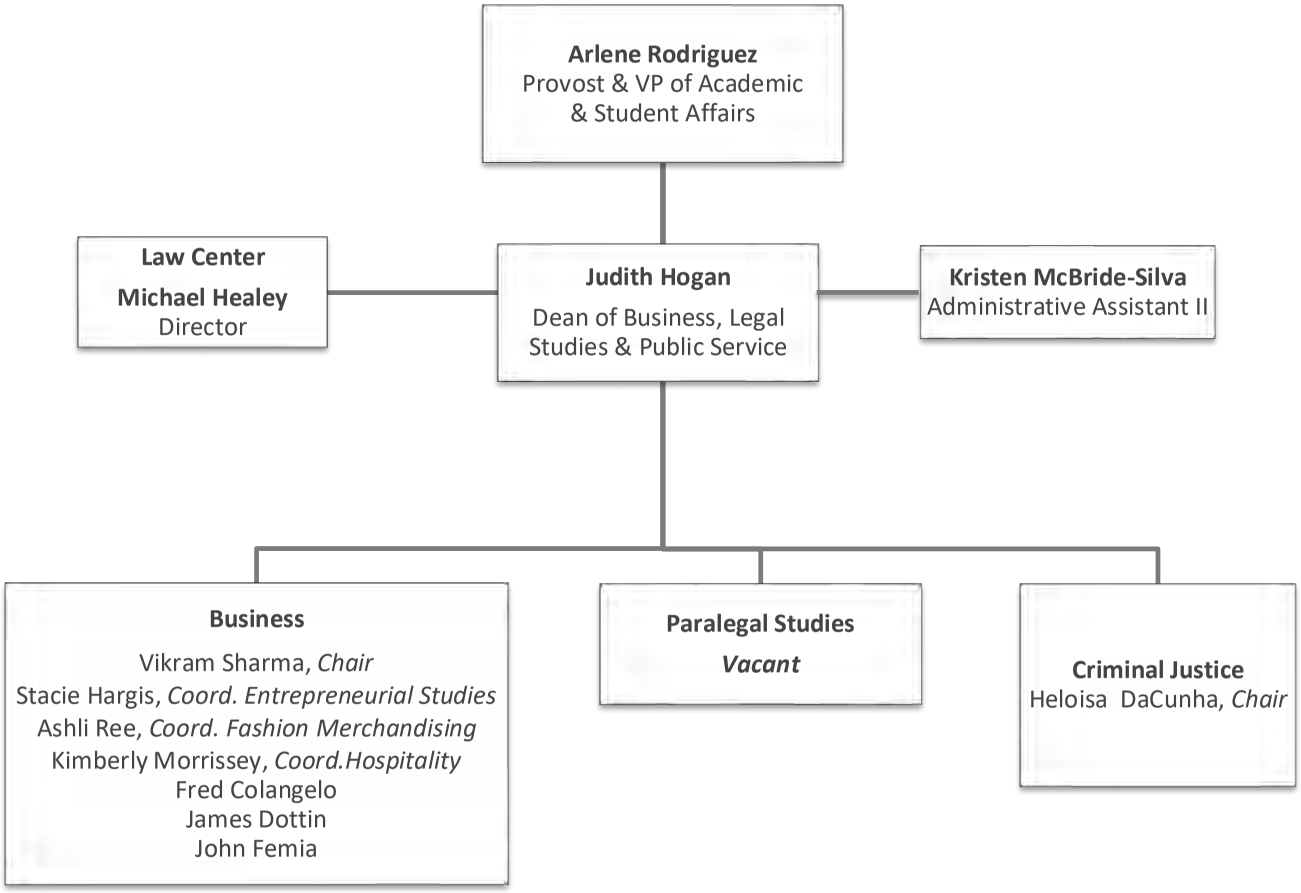
MIDDLESEX Community College
Student Success Starts Here

Business, Legal Studies & Public Service



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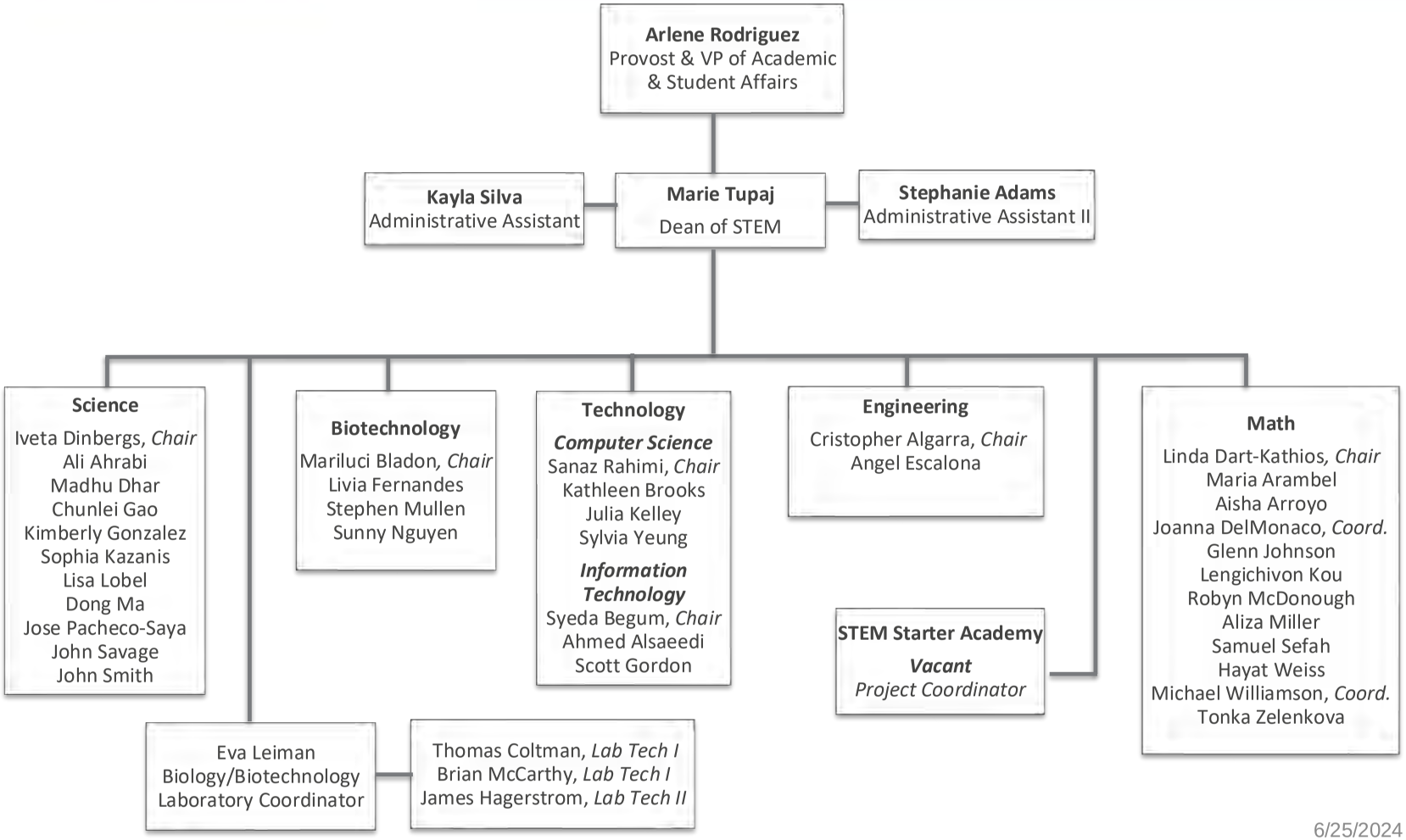
MIDDLESEX Community College
Student Success Starts Here

STEM



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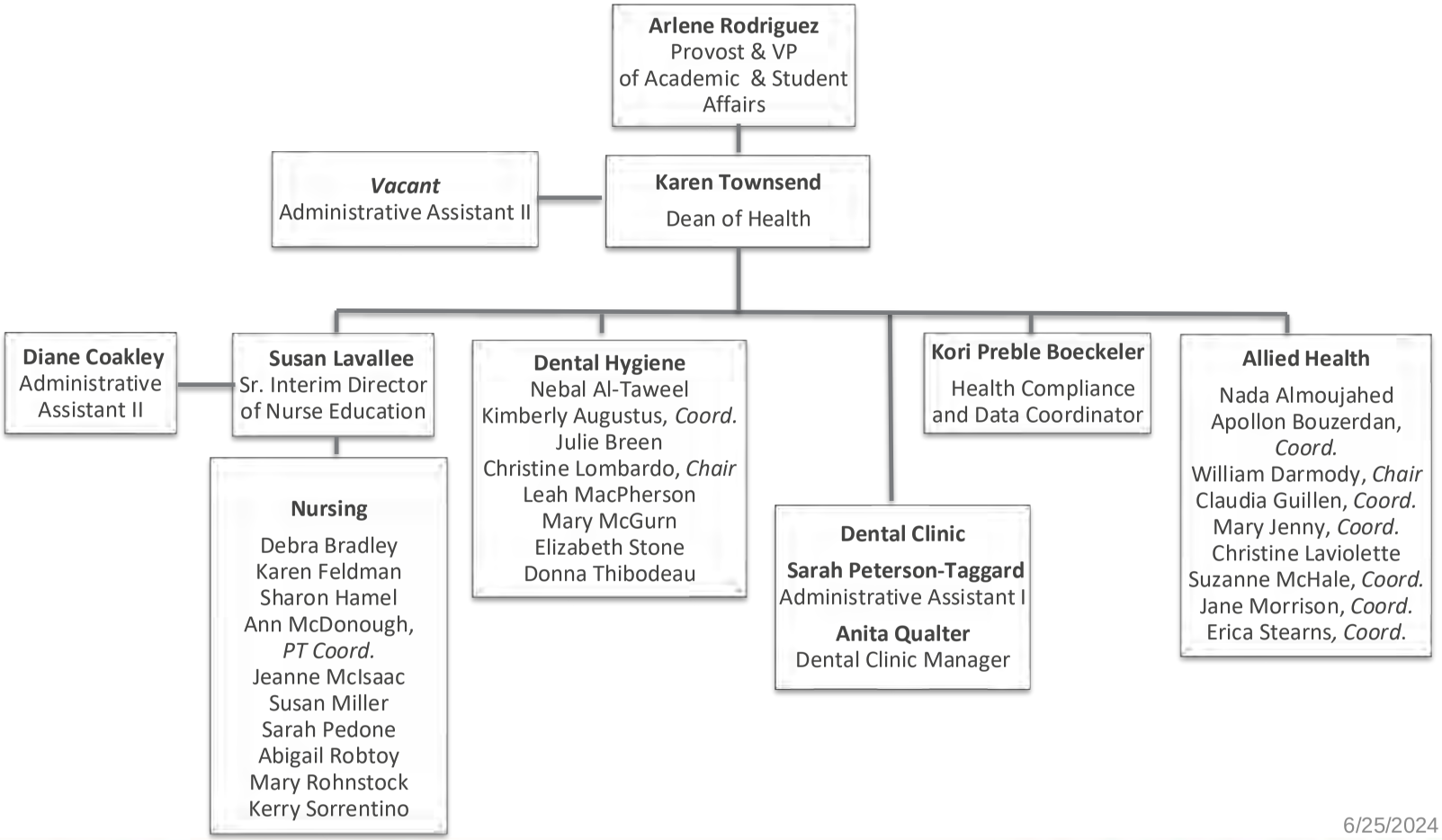
MIDDLESEX Community College
Student Success Starts Here

Health



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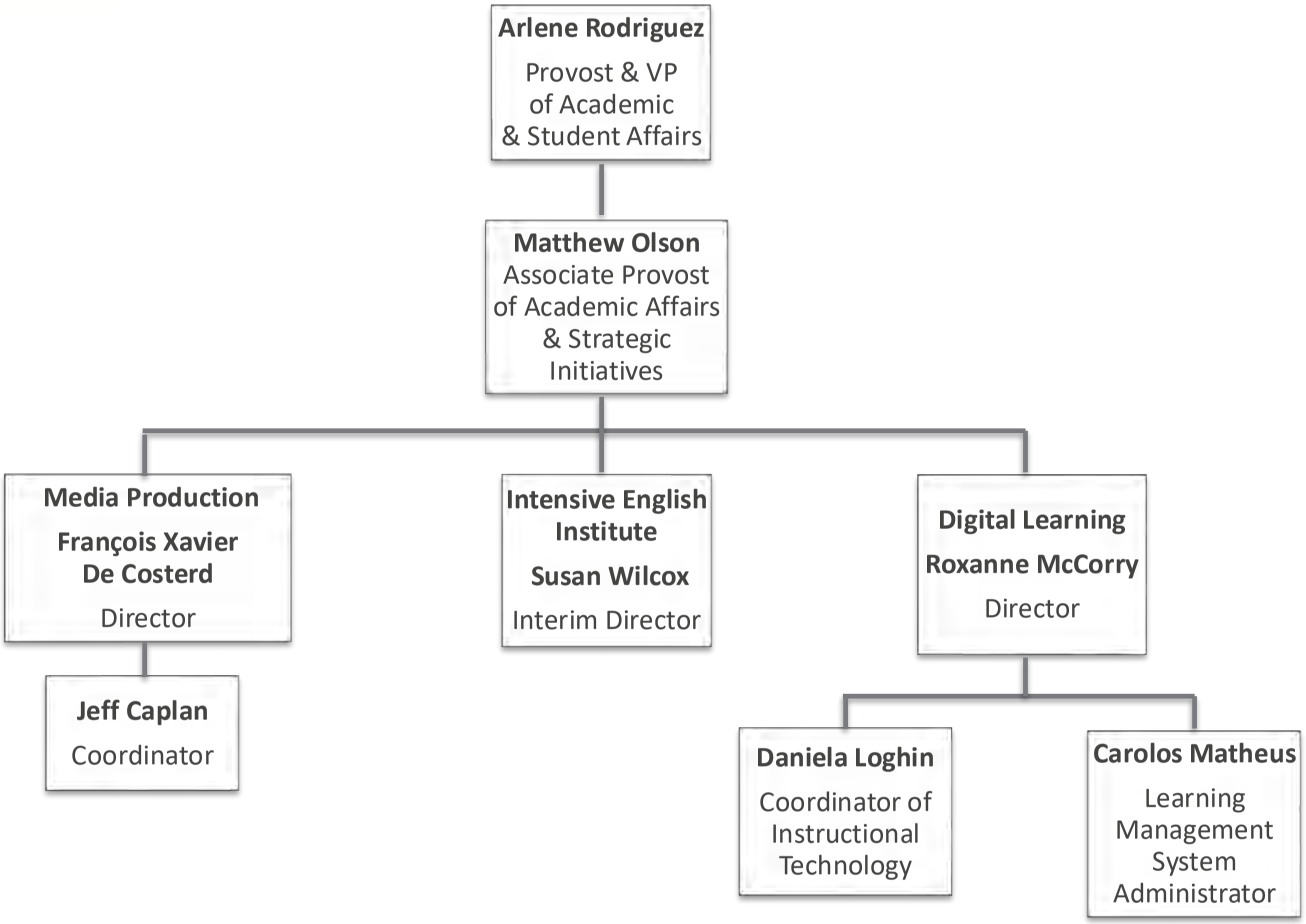
MIDDLESEX Community College
Student Success Starts Here

Academic Affairs & Strategic Initiatives



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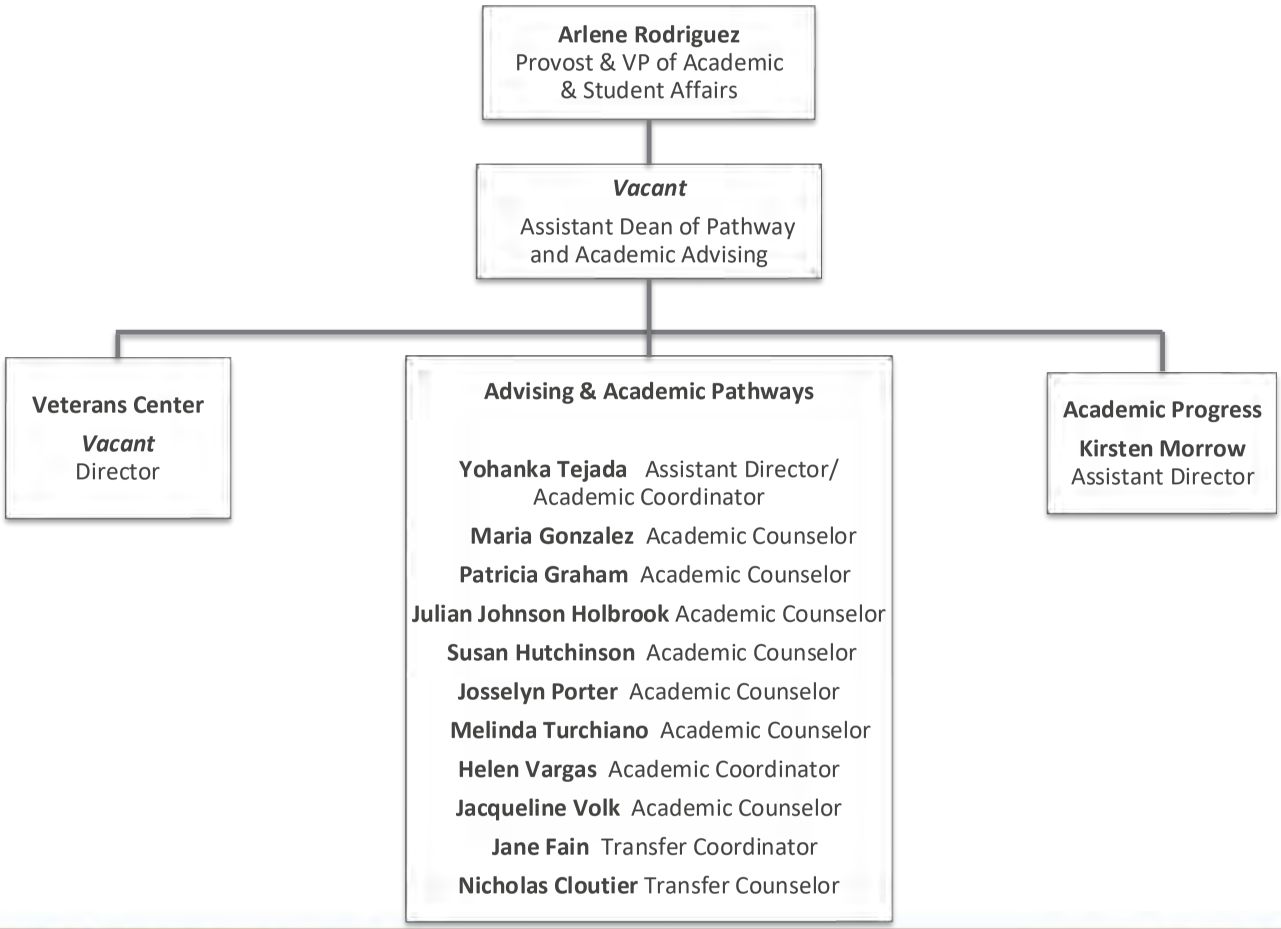
MIDDLESEX Community College
Student Success Starts Here

Student Affairs: Advising/Pathways and Veterans Affairs



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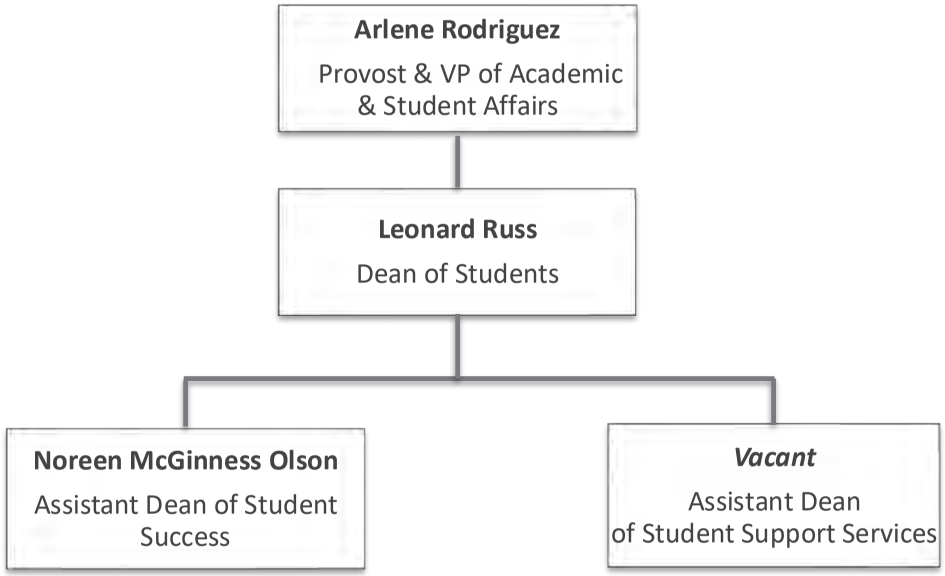
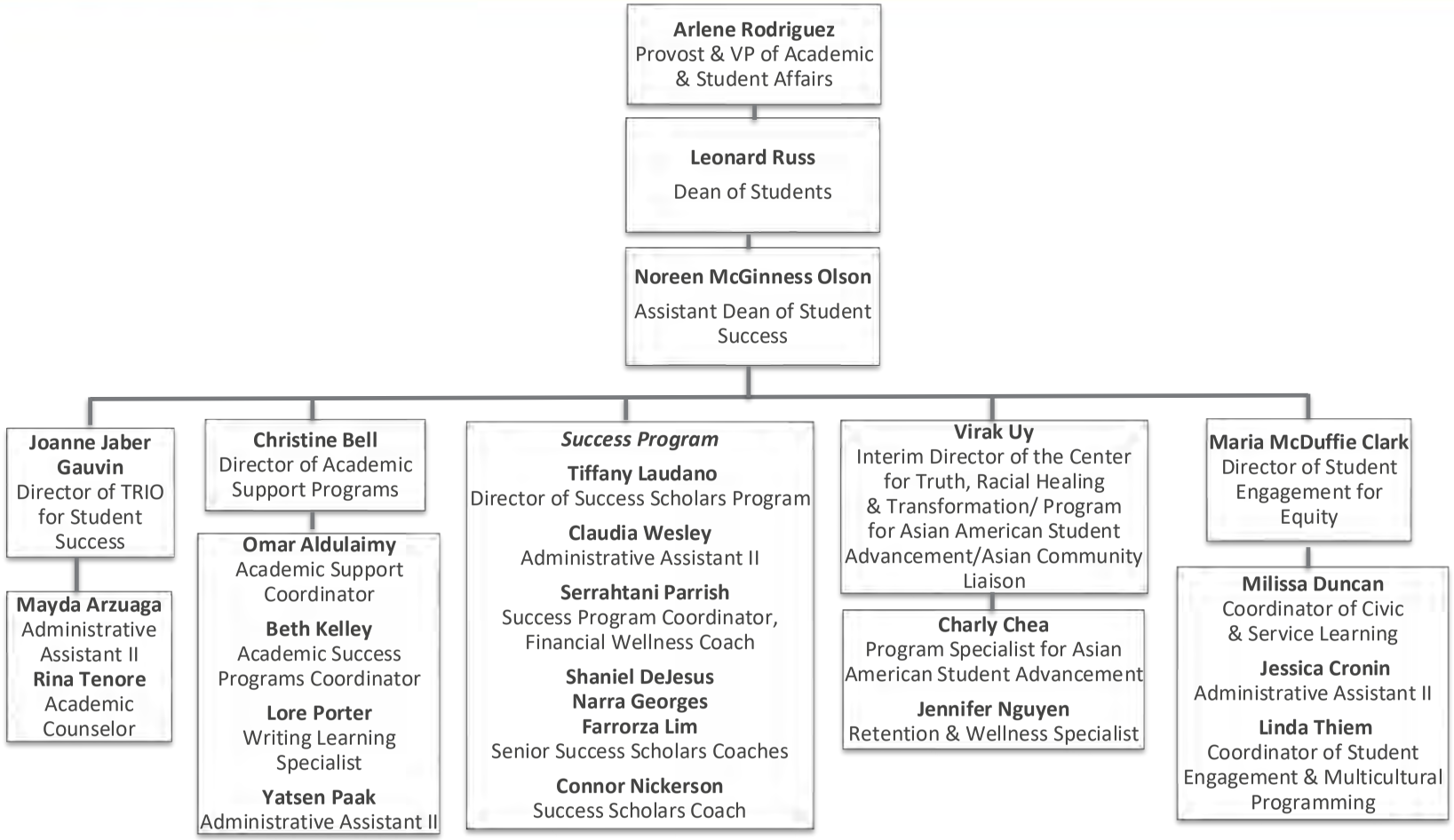
Student Success Starts Here

Student Affairs: Dean of Students



MIDDLESEX Community College
Student Success Starts Here

Student Affairs: International, Student Success and Student Services



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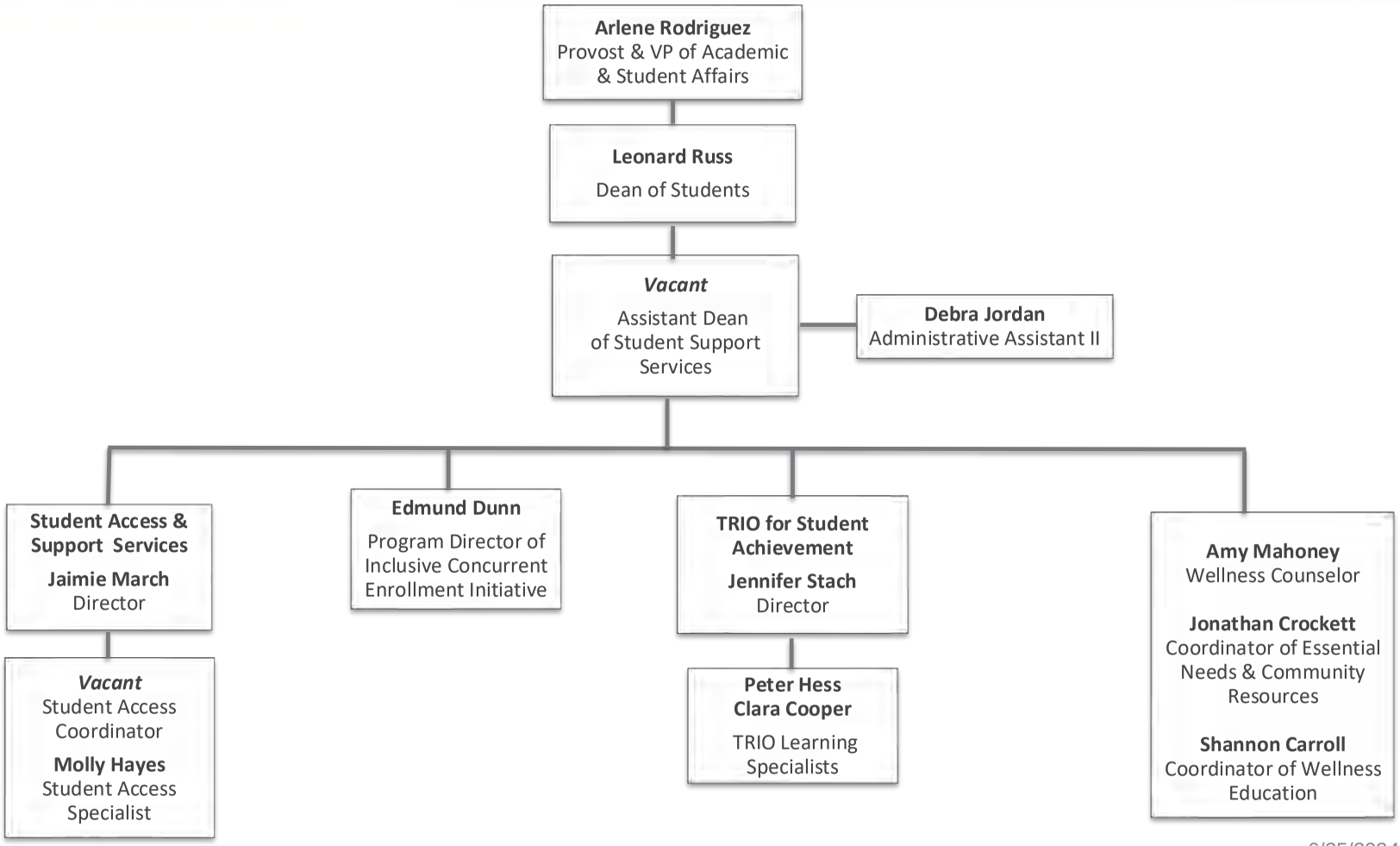
MIDDLESEX Community College
Student Success Starts Here

Student Affairs: Student Support Services



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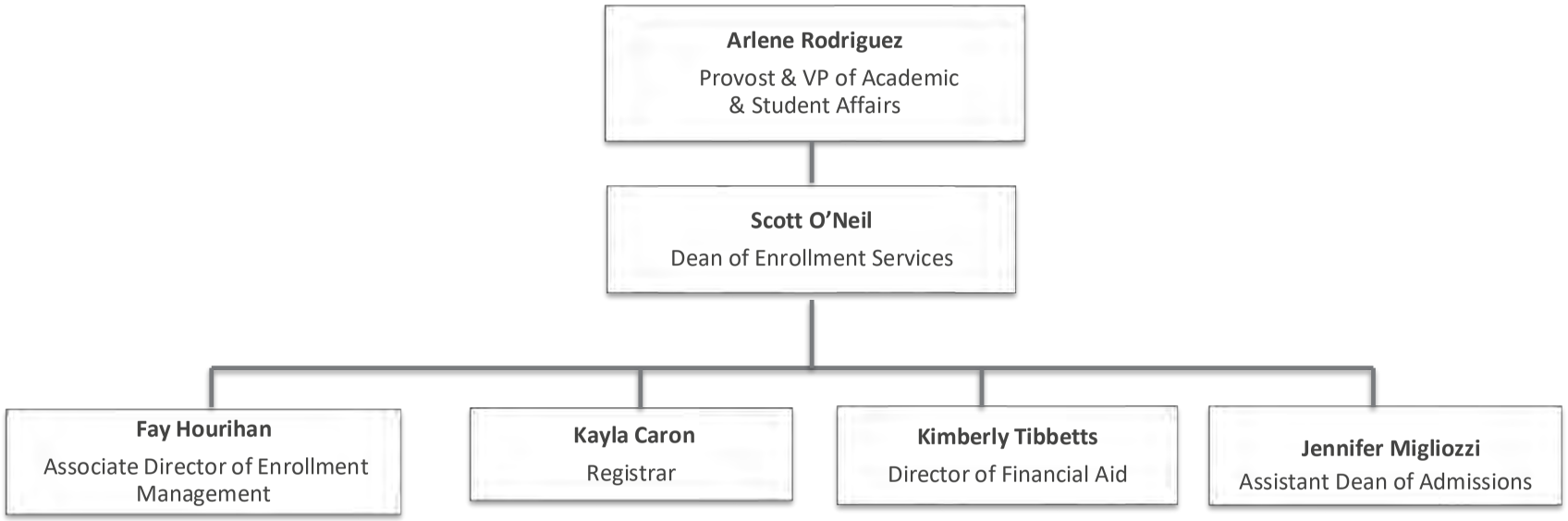
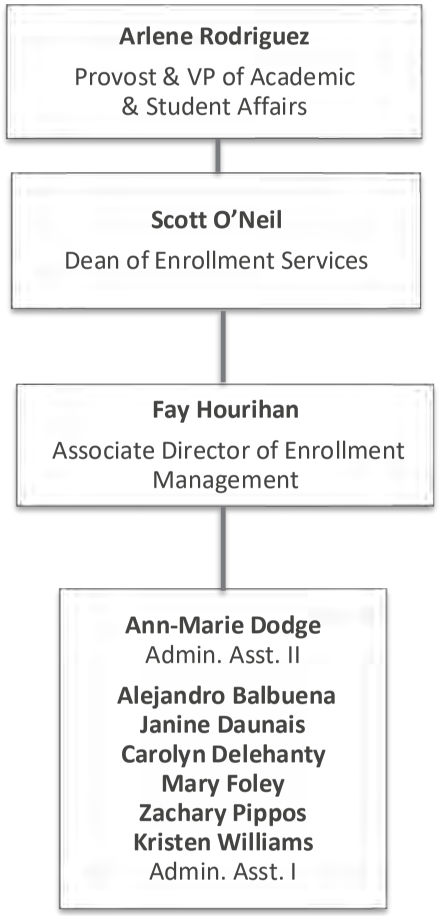
Student Success Starts Here

Enrollment Management



MIDDLESEX Community College
Student Success Starts Here

Enrollment Management: Enrollment Center



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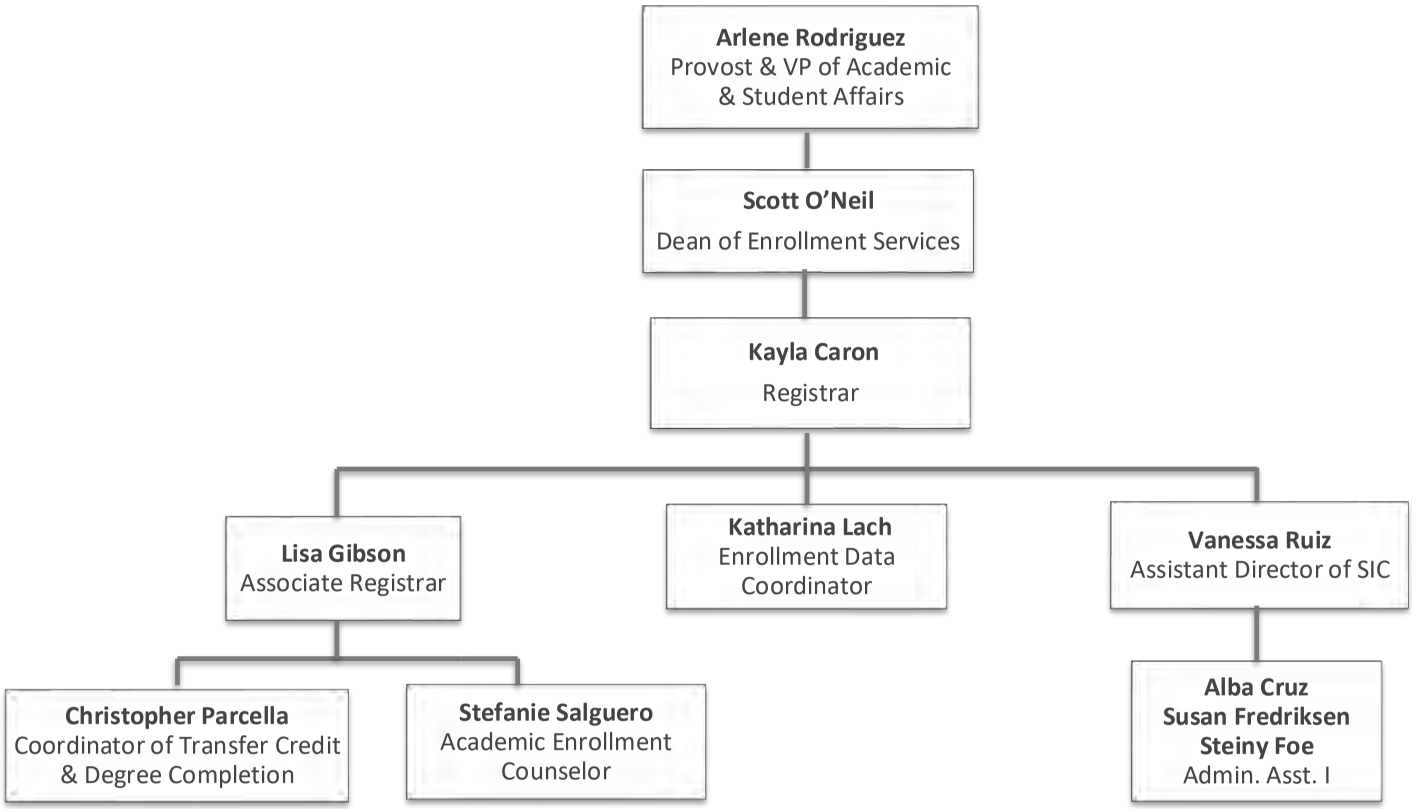
MIDDLESEX Community College
Student Success Starts Here

Enrollment Management: Registrar Office and Student Information Center



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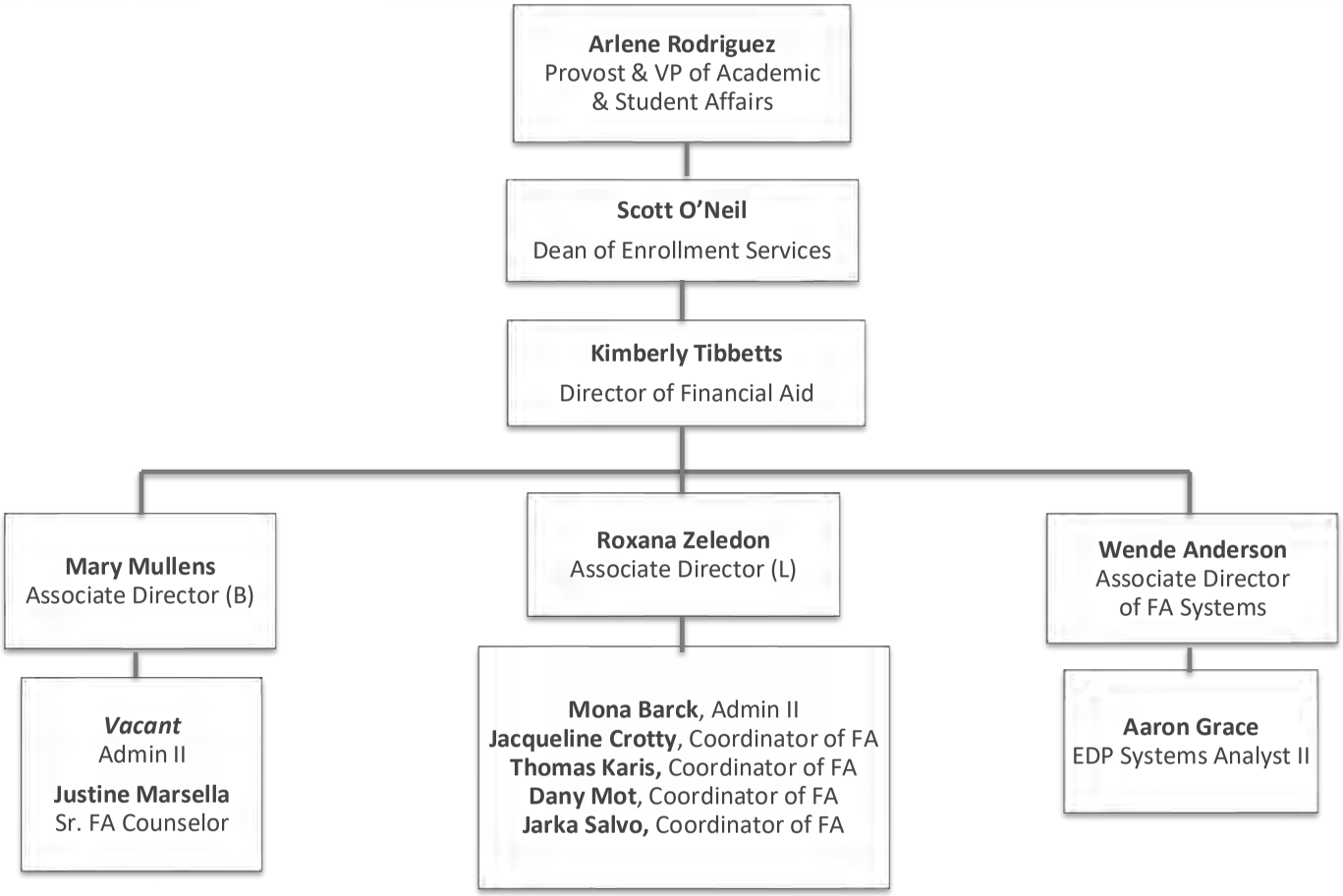
MIDDLESEX Community College
Student Success Starts Here

Enrollment Management: Financial Aid



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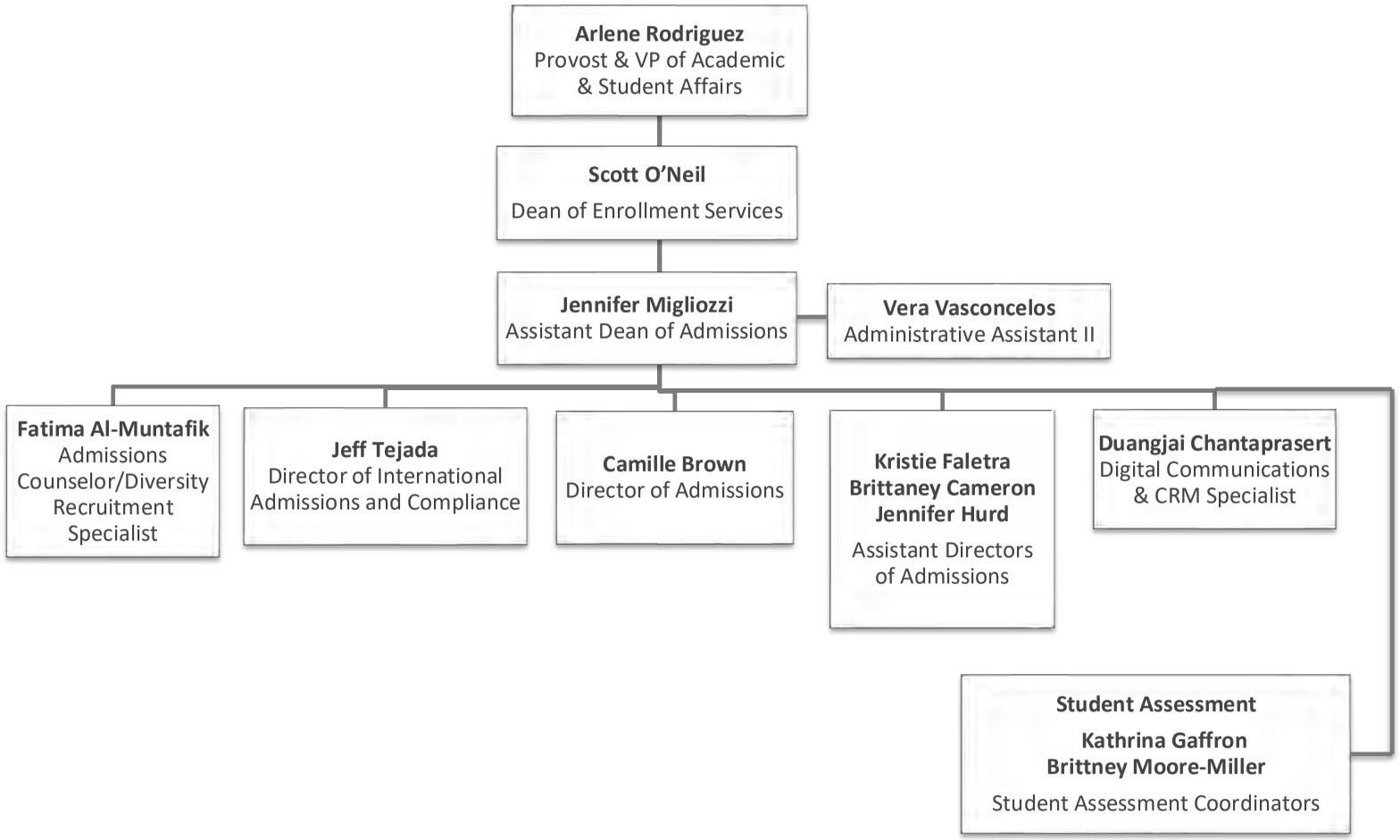
MIDDLESEX Community College
Student Success Starts Here

Admissions



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MIDDLESEX Community College
Student Success Starts Here

Library Services

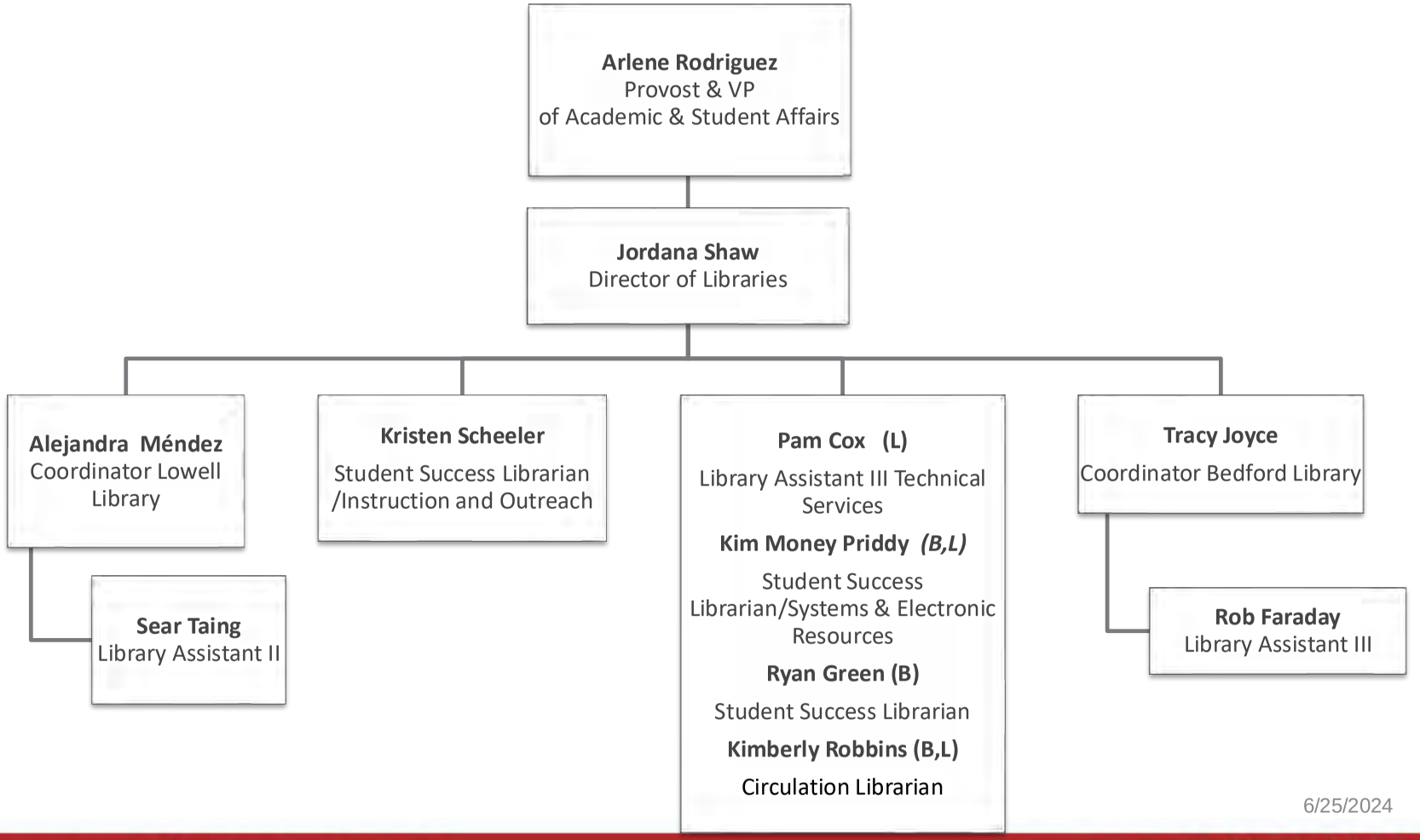

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Table of NECHE Actions

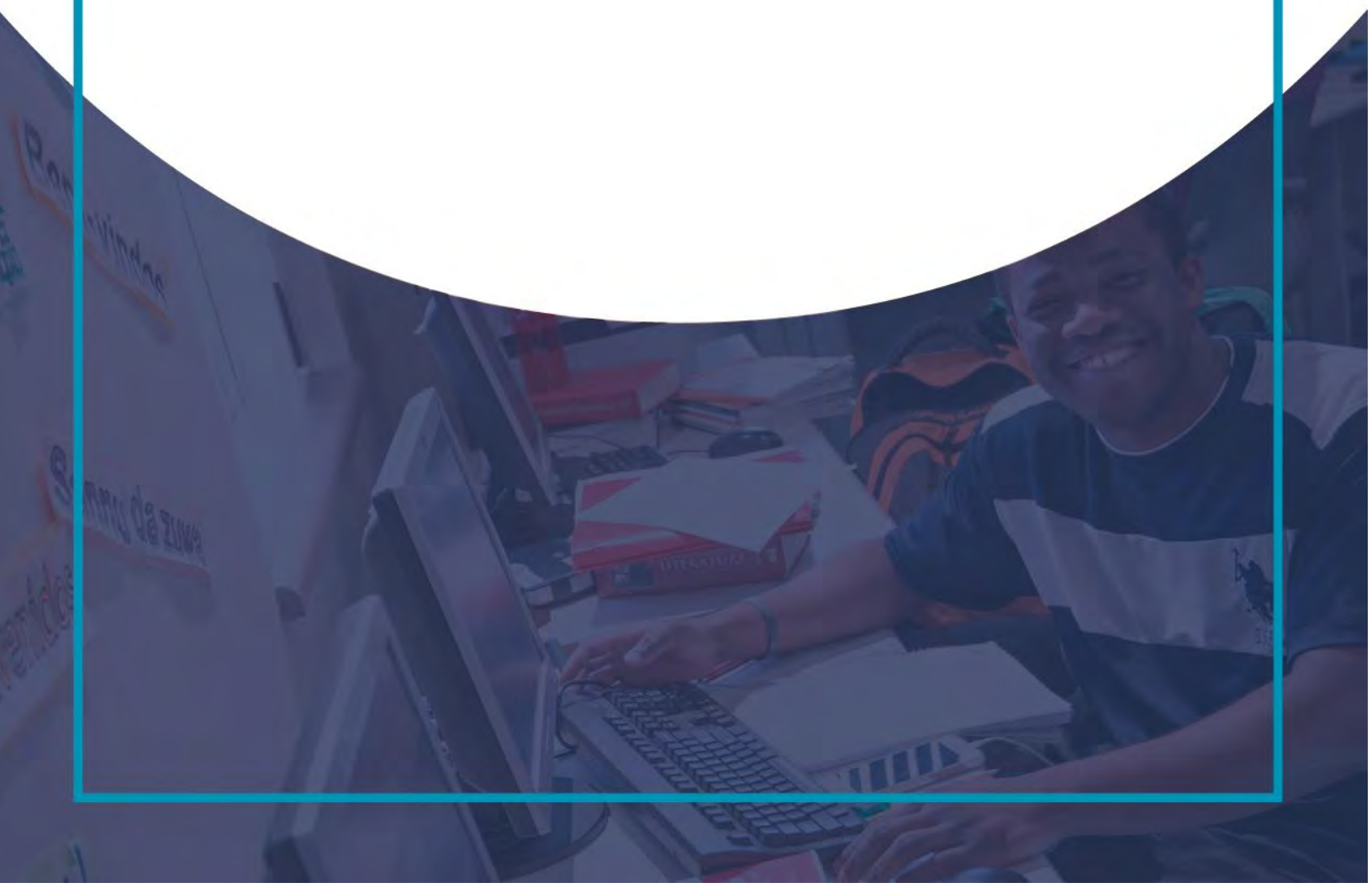
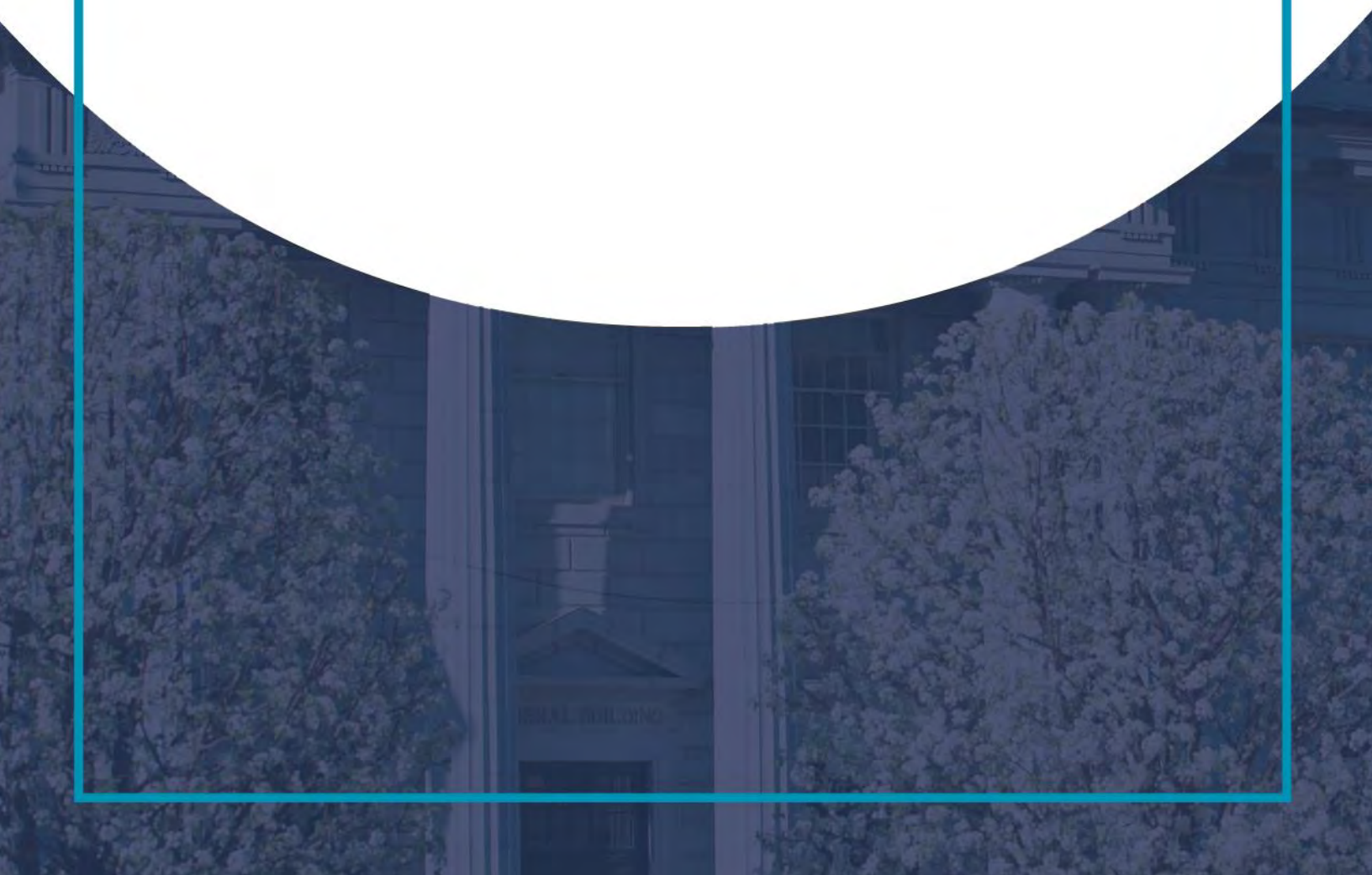


Table of NECHE Actions

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concers	NECHE Standards Cited in Letter	Self-Study Page Number
October 18, 2019	Continuing to enhance communication between then Board of Trustees and then campus community	3.9	P 16 P 19-20
	Implementing the recommendations from the Financial and Human Resources Business Process Review	7.14 7.21	P 95
	Achieving its diversity goals for full and part-time faculty	6.5	P 78
	Evaluating the impact of the College's student success initiatives, with an emphasis on retention rates and completion rates among historically underserved populations	5.6 5.20 8.5	P 63-66 P 112-118
	Implementing its strategic plan	2.5 2.3	P 7-9 P 28

Institutional Overview



Middlesex Community College (MCC) in Massachusetts has a rich history spanning over half a century, characterized by growth, innovation, and a steadfast commitment to providing accessible and high-quality education to its community in Middlesex County. MCC was established in 1970 with a handful of programs in leased buildings on the grounds of the Veterans Hospital in Bedford, Massachusetts in order to meet the growing demand for affordable and accessible higher education and workforce training initiatives in the Middlesex region.

Today, MCC is home to almost 10,000 students on two campuses offering 60 associate degree programs and 27 certificate programs leading to the associate in arts (AA), associate in science (AS), or a certificate of completion in fields such as liberal arts, sciences, business, health sciences, engineering, and technology. In the past two years, MCC has developed and offers 14 micro-credentials in culinary, entrepreneurship, communications, and public service. Ranging from nine to 12 credits, these credentials were designed with feedback from faculty, program advisory boards, and industry leaders. As of spring 2024, over 400 faculty members and over 350 staff members (full- and part-time, unit and non-unit combined) work together to create a welcoming, supportive, and equity-centered campus to lead students to complete their credentials.

In addition to expanding its academic offerings to meet the workforce needs of a growing and increasingly diverse community, MCC's presence has grown to be the educational home of Middlesex County. Far from the humble beginnings at the Edith Nourse Rogers Memorial Veterans' Hospital, MCC's Bedford campus is now situated on 200 acres of a former Marist Seminary with 11 buildings that house academic and student support programs, classrooms, laboratories, offices, a library, and the MCC Concert Hall. Committed to serving those county residents who could not commute to Bedford, in 1987, Middlesex opened a temporary campus in Lowell. Three years later, MCC purchased a six-story corporate training center at Kearney Square from Wang Laboratories which has been renamed after the college's third president, Carol Cowan, and has become the primary home of its Lowell Campus.

In 2004, the college expanded into a former federal office building across the street from the Cowan Building, where the MCC Lowell Library, ceramics center, Prayer Room, and classrooms for other programs are now located. In April 2008, the college acquired a former Boston & Maine railroad depot in Lowell. Renamed the Richard and Nancy Donahue Family Academic Arts Center, it is where all performing arts programs are now housed.

While MCC has expanded its footprint in both Lowell and Bedford, it has also had committed leadership moving it forward and ensuring that all communities are served. In 2021, the MCC Board of Trustees (BoT) selected Philip J. Sisson as the college's fifth president. Sisson served as the college's Provost for 11 years before moving into the presidency. As a sign of his commitment to equity and the critical role it has in MCC's mission, President Sisson selected Dr. Arlene Rodríguez to serve as the new Provost/Vice President of Academic and Student Affairs. Dr. Rodríguez came to the position with almost 30 years of experience in community college education in Massachusetts, working in both a large, urban campus and a smaller rural-designated campus. More importantly, Dr. Rodríguez brought with her experience in successfully implementing equity-centered practices and initiatives.

Equity at Its Core: Serving a Diverse Population

From the humble beginnings in rooms at the Bedford VA Hospital, MCC has grown into a national leader serving an increasingly diverse population. In 2022, the Massachusetts Department of Higher Education (DHE) approved MCC's strategic plan for the next five years, *With Equity at its Core*. The city of Lowell is home to the second largest Cambodian population in the United States. Asian Americans in Lowell comprise 23% of the city's total population of 111, 850 (2022). Over the past five years, the percentage of students who identify as Asian has increased to 17%. In 2015, MCC was designated an Asian American Native American Pacific Island Service Institute (AANAPISI) and, a year later, received its first AANAPISI grant. The second grant was awarded in 2022.

The community from which MCC Asian students originate has among the lowest income in the state and many come from families who have suffered significant hardships and trauma. Many arrived as refugees from the killing fields of Cambodia or were displaced during the war in Vietnam. Many barriers remain for resettled families including language, access to health services, and education. Over 63% of students in the Lowell Public School district are English Language Learners or whose first language is not English.

MCC's AANAPISI grants have fundamentally changed the way MCC serves its Asian American, other minoritized, and low-income students. Based on an array of services that honor the cultural and community ties of the students while providing important basic supports, MCC's Program for Asian American Student Advancement (PAASA) connects Asian American students in a pathway approach that links enrollment decisions to strategies for addressing barriers that can limit persistence and retention. The goals for the grants focus on increased retention in college by creating Asian American students' sense of belonging through providing personalized support; implementation of embedded tutors in English courses to support first-generation and ELL students with writing and transition to college-level courses; and the development of cultural competence among MCC faculty and staff to effectively serve Asian American, other minoritized, and low-income students. In addition to providing resources, case management and financial planning, MCC's PAASA will offer Professional Development in inclusive pedagogy and improved institutional Cultural Competence.

In addition to its role as an AANAPISI serving school, MCC is an Emerging Hispanic Serving Institute with almost 20% of its student population identifying as Hispanic. Census reports note that in Middlesex County the only two growing populations—through birth and immigration—are Asian and Hispanic. MCC is prepared to serve these populations, as well as the recent arrivals of refugees from Haiti and Venezuela. Over the past 10 years, MCC has developed special programs in culturally relevant pedagogy. Faculty and staff academies in the Pedagogy of Real Talk, a practice developed by Dr. Paul Hernandez in his book, *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students At-Promise* (Corwin Press, second edition, 2021) equity has become a core focus at MCC. In 2021, the American Association of Colleges & Universities awarded MCC funding to create a Truth, Racial Healing, and Transformation Center (TRHTC) on the campus. This grant also included training in leading TRHTC racial healing circles, which have become important for MCC to use storytelling to create a sense of belonging and informally collect qualitative data. With 10 years in consistent and transformative equity work, MCC was recently recognized for its advancements in equity and belonging by the American Association of Community College.

In 2021, MCC revised its mission statement to reflect these commitments:

Middlesex Community College values equity and inclusion as the foundation for excellence, innovation, and success. Through pathways, we educate, challenge, and support all students. MCC is central to the evolving educational, cultural, economic, and workforce needs of the local and global communities.

MCC is deeply rooted in the communities it serves and actively engages with local organizations, government agencies, and community leaders to address pressing social and economic challenges. The college hosts cultural events, workshops, and seminars, and participates in community service initiatives to promote civic engagement and social responsibility among its students and staff.

Preparing Students for Economic Mobility: Transfer and Experiential Learning

Throughout its history, MCC has remained dedicated to providing accessible and affordable education to all members of the community, including non-traditional students, adult learners, and underserved populations. The college offers flexible scheduling, online courses, support services, and financial aid options to ensure that all students have opportunities to pursue their educational goals.

MCC has received statewide recognition for its renowned learn and earn program and robust transfer programs with four-year partners, especially the University of Massachusetts Lowell which is our partner in the number one transfer dyad in the Commonwealth.

Since its last self-study in 2014, MCC has reified its commitment to experiential learning for students. In 2020, prompted by the need of local employers, MCC laid the ground work for a learn and earn program in its long-standing biotechnology program. The college forged partnerships with local businesses, industries, and four-year institutions to enhance educational opportunities for its students. In turn, the students earned a living wage after successfully completing three courses early in their major and developed a network among their employers that transitioned into a full-time job with benefits. These collaborations also include articulation agreements, dual enrollment programs, and workforce development initiatives designed to prepare students for success in the workforce or seamless transfer to four-year colleges and universities.

Addressing Areas of Emphasis from 2019 Interim Report

The Commission sited in its 2019 response to MCC's interim report four areas of emphasis. In the crafting of this self-study, we have addressed each area in the relevant standard. Both the area and the standard where it is addressed are listed below:

1. *continuing to enhance communication between the Board of Trustees and the campus community* is addressed in Standard 3: Organization and Governance;

2. *implementing the recommendations from the Financial and Human Resources Business Process review* are addressed in Standard 2: Planning and Evaluation and, Standard 7: Institutional Resources;

3. *achieving its diversity goals for full-and part-time faculty* is addressed in Standard 7: Institutional Resources;

4. *evaluating the impact of the college's student success initiatives, with an emphasis on retention rates and completion rates among historically underserved populations* is addressed in Standard 5: Students;

5. *implementing its strategic plan* is addressed in Standard 2: Planning and Evaluation.

As MCC continues to evolve and adapt to the changing needs of its students and community, its legacy of excellence and dedication to student success remains unwavering. Through its continued commitment to access, affordability, and academic excellence, MCC plays a vital role in shaping the future of the Middlesex region and beyond.

DATA FIRST FORMS GENERAL INFORMATION		
Institution Name	Middlesex Community College	
OPE ID	00993600	
Annual Audit		
Financial Results for Year Ending	6/30/23	
Certified	Yes	
Qualified	Unqualified	
Most Recent Year (2023)	$	70,527,346
1 Year Prior (2022)	$	73,428,942
2 Years Prior (2021)	$	62,768,180
Budget / Plans		
Fiscal Year Ends on: (month/day)	06/30	
Current Year (2024)	$	73,458,466
Next Year (2025)		TBD
Contact Person		
Name	Arlene Rodriguez	
Title	Provost/Vice President Academic Affairs	
Telephone Number	(978) 656-3281	
E-mail address	rodrigueza@middlesex.mass.edu	

Introduction

The Middlesex Self-Study process proved an invaluable opportunity for the college to step back and reflect on progress made since the Five-Year Report. Eager to engage in the process, preparations for the study began well in advance of the anticipated visiting team's arrival. In fact, in October of 2021, a full three years prior to the site visit, Dr. Arlene Rodríguez, the newly appointed Provost and Vice President for Academic and Student Affairs, led an "advance team" consisting of herself, Dr. Matthew Olson, Dean of Liberal Arts and Online Learning, and Linda Heineman, Director of Institutional Research, to the NECHE Self-Study Workshop to learn about best practices for developing useful self-studies. Here, our team was exposed to diverse approaches to self-study development and engaged with NECHE staff to discuss strategies for creating an inclusive and effective process. Equipped with this knowledge, one year later, Dr. Rodríguez assembled a team of 13 strategically selected Middlesex administrators, staff, and faculty to attend the NECHE Self-Study Workshop in Southbridge, Mass. This group formed the core team for the Self-Study. Provost Rodríguez selected Liberal Arts Dean Matthew Olson, and Mathematics Department Chair Dr. Linda Dart-Kathios to serve as co-chairs for the Self-Study.

The public process commenced in May of 2022 with Sister Patricia O'Brien, Vice President of the New England Commission of Higher Education (NECHE), presenting to the Middlesex community during the all-college Professional Day. Data collection for the self-study began in the fall semester of 2022. The Standard Chairs were finalized and the Steering Committee was established. Standard Teams were formed to address each standard. Each Standard Team was co-chaired by a faculty member and administrator who were also members of the Steering Committee. Over 50 Middlesex staff and faculty participated on the Standard Teams. These teams promptly immersed themselves in the NECHE standards, thoroughly reviewing the previous self-study, the five-year report, and NECHE response, as well as the training materials provided by NECHE at the Self-Study Workshop. On October 20, 2022, a Blackboard site was created to coordinate the committees' work, and plans were put in motion for a digital workroom using Microsoft SharePoint. Throughout the fall semester of 2022, both the Standard Teams and the Steering Committee met monthly to ensure progress.

In the spring of 2023, the pace of NECHE work accelerated. Chris Fiori, Director of Data Analytics, attended the NECHE Data First Workshop on January 19, 2023. The college also engaged a former staff member with experience writing NECHE reports as a consultant to train Standard Teams in data collection and appraisal, and on the same day as the Data First Workshop, the Standard Teams took part in a writing workshop. Next, teams utilized shared Google Docs to gather the necessary information from relevant parties across the college. On February 6, 2023, the college hosted an "E Series Boot Camp" for all department chairs and program coordinators, aiming to guarantee effective recording of annual assessment projects on e Series "Making Assessment More Explicit" forms. Additionally, the Provost initiated contact with full- and part-time faculty to request sample syllabi for the e-Workroom, as per the stipulations of our collective bargaining agreement administration are unable to retain copies of faculty syllabi. Faculty members were forthcoming, sharing over 170 syllabi, all of which were uploaded to the e-Workroom. Standard Teams were instructed to submit qualitative and quantitative data requests to the Institutional Research department by February 22, 2023, to ensure a coordinated effort in gathering any missing information. Throughout February and March of 2023, Standard Teams and the Steering Committee continued to meet monthly to develop Descriptions, Appraisals, and possible Projections for review by the Steering Committee and the President's Leadership Council (PLC). In April of 2023, the Standard Teams further refined their work and created the first working draft of the self-study. On April 27, 2023, the NECHE Leadership Team presented the BoT with an update on Self-Study progress. On June 14, 2023, PLC provided feedback on the draft and an edited set of Projections. On July 18, 2023, Dr. Rodríguez forwarded the updated draft of the Self-Study to Dr. Carol Anderson at NECHE for review. The draft was promptly returned with positive feedback and specific suggestions to improve the already strong draft. The Steering Committee reviewed the feedback, and the Writing Team began to address NECHE feedback and further refine the Self-Study.

As the draft progressed, in order to further garner community feedback on the draft, Provost Rodríguez held NECHE "Open Forums" for the college community on October 16, 2023 on the Lowell campus and on October 23, 2023 on the Bedford campus. Work continued on developing the Self-Study draft to incorporate community feedback and further refine projections.

In February of 2023, the NECHE Steering Committee again held public forums sharing the mostly completed Self-Study draft (Feb. 12, 2024, Feb. 23, 2024, and Feb. 26, 2024, one on each campus and a third via Zoom). Additionally, Self-Study was

the topic of the discussion period of the Faculty Staff Association (FSA) governance group at their February 22, 2024 meeting. On Tuesday, March 26, 2024, President Sisson hosted a Critical Conversation on the Self-Study and upcoming Team Visit with over 150 community members present. Community feedback was also solicited from program Advisory Boards. All feedback was reviewed and incorporated into the draft.

In August of 2024, a press release announcing the Public Notice of MCC's upcoming accreditation review visit by NECHE was distributed to local media sources and posted on the college's homepage. In September 2024, a Public Notice of MCC's upcoming accreditation review visit by NECHE was placed in the area's largest local newspaper.

Self-Study Committee Members

Standard 1 – Mission and Purposes

- Chair: Darcy Orellana, Executive Director of Diversity, Equity, and Inclusion
- Judy Burke, Executive Director of Institutional Advancement
- Jeff Tejada, Director of Diversity Outreach and Recruitment
- Shaniel Dejesus, SUCCESS Scholars Coach

Standard 2 – Planning and Evaluation

- Co-chair: Alison Handy, Research Analyst
- Co-chair: Halye Sugarman, Paralegal Program Chair/Faculty
- Serrahtani Parrish – Financial Wellness Coach
- Leonard Russ – Assistant Dean of Student Support Services
- Melinda Turchiano - Academic Counselor

Standard 3 – Organization and Governance

- Co-chair: Scott O'Neil, Dean of Enrollment Services
- Co-chair: Joanna DelMonaco, Professor of Mathematics, MCCC Local President
- Jill Keller, English Department Chair and faculty
- Pavithra Giridharan, Associate Professor of Psychology
- Jennifer Migliozzi, Assistant Director of Admissions

Standard 4 – The Academic Program

- Co-chair: Kim Morrissey, Professor of Business and Chair of FSA Curriculum Committee
- Co-chair: Matthew Olson, Dean of Liberal Arts
- Kate Baker, Professor of English
- Syeda Ferdous Begum, Professor of Information Technology
- John Johnian, Professor of History
- Julia Kelly, Associate Professor of Computing Technology
- Daniela Loghin, DCE Professor of Sociology & Instructional Designer
- Roxanne McCorry, Director of Online Learning and Instructional Technology
- Kirsten Morrow, Assistant Director of Academic Progress and Retention
- Evelin Ovalles, Coordinator of Transfer Credit and Degree Completion
- Bryan Wint, Assistant Dean of Pathways and Academic Advising

Standard 5 – Students

- Co-chair: Rebecca Newell, Dean of Students
- Co-chair: Jillian Freitas-Haley, Assistant Dean of Admissions
- Jonathan Crockett, Coordinator of Essential Needs & Community Resources
- Jaimie March, Director of Disability Support Services
- Tiffany Laudano, Coordinator of Student Success Program
- Gina Pearce, Senior Financial Counselor
- Steve Rossi, Director Student Engagement

Standard 6 – Teaching, Learning, and Scholarship

- Co-chair: Peter Shea, Director of Professional Development
- Co-chair: Sally Quast, Professor of Chemistry, Co-Coordinator, SoTL Community at Middlesex
- Madhu Dhar - Associate Professor of Physics
- Lara Kradinova - Professor or English
- Vikram Sharma - Professor of Business

Standard 7 – Institutional Resources

- Co-chair: Judy Hogan, Dean of Business and Public Services
- Co-chair: Heloisa DaCunha, Professor of Criminal Justice
- Allison Chambers - Chief Financial Officer
- Jackson Chege – Comptroller
- Patrick Cook - Vice President of Administration
- Mary Emerick - Vice President of Human Resources
- Jordana Shaw - Director of Libraries

Standard 8 – Educational Effectiveness

- Co-chair: John Savage, Professor of Chemistry
- Co-chair: Karen Townsend, Dean of Health
- Kelly Bowes, Coordinator of Civic & Service-Learning
- Michelle Dobrin, Professor of Education
- Yohanka Tejada, Academic Counselor and Certifying Official

Standard 9 – Transparency and Public Disclosure

- Chair: Beth Noël, Director of Communications & Creative Services, and Web Development
- Dan Martin, Director of Public Safety
- Pam Medina, Assistant Director of HR/AAO
- Virak Uy, Director of Asian Student Center

STANDARD ONE:
Mission And Purpose

Description

MCC's mission and vision define the distinctive character of the institution, its purpose, and its vision for the future. With equity at the core, the mission and vision statements provide a guiding framework for the college's planning, priorities, programming, and evaluation activities.

Mission Statement: Middlesex Community College values equity and inclusion as the foundation for excellence, innovation, and success. Through pathways, we educate, challenge, and support all students. MCC is central to the evolving educational, cultural, economic, and workforce needs of the local and global communities.

Vision Statement: Middlesex Community College is focused on equity to transform lives and shape futures.

MCC is one of fifteen public community colleges in Massachusetts and contributes to the fulfillment of the Massachusetts Community College System Mission. The mission and vision statements align with the priorities of the Massachusetts DHE, particularly the Equity Agenda, Statewide Strategic Plan for Racial Equity, The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts, and the Student Success Framework.

Middlesex serves as a resource and partner to Bedford, Lowell, and surrounding towns, with a focus on building racially just and equitable communities. Middlesex is an AANAPISI institution, a Minority Serving Institution, and an emerging Hispanic-serving institution. With its decreasing White student population and its increasing students of color population, the college is immersed in building a culture of equity-mindedness while addressing equity and opportunity gaps. This internal focus is coupled with a commitment to ensuring our presence and programming are culturally responsive and relevant for the communities we serve and the businesses and organizations we serve.

The mission and vision statements were revised during the creation of the most recent strategic plan, With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027. The vision and mission statements were developed through an inclusive and collaborative process beginning in 2019 with a planning retreat attended by a cross functional team of faculty, staff, and administrators. After a collegewide visioning event at fall 2019 convocation, the Strategic Planning Steering Committee presented the new mission and vision statements to MCC's FSA and the BoT. While the COVID-19 pandemic slowed the college's progress to develop a new vision and mission, the focus on equity to inform priorities was longstanding pre-pandemic, strongly reinforced during the pandemic, and continues today. The BoT approved the final strategic plan including the new mission and vision statements in April 2022. In June 2022, the Board of Higher Education (BHE) approved the final strategic plan, including the new mission and vision statements. The mission and vision statements appear on the college's website, in the strategic plan, and in appropriate printed publications. Departments and programs are encouraged to ground their work in the institution's mission statement.

MCC embodies its mission by centering equity in all we do. The college provides open access to high-quality, affordable academic programs; offers robust professional development to support the knowledge, skills, and abilities of its faculty and staff; partners with local K-12 school districts to ensure a smooth transition from secondary to post-secondary education; and broadly engages in workforce development through partnerships with business and industry to develop the skills needed to transfer or enter the workforce.

The new mission statement positions Middlesex to be responsive to the diverse identities of the communities served and function as a touchpoint in times of change and urgency. For instance, in June 2022, the Lowell City Council voted unanimously to declare racism as a public health crisis. The city then approached Middlesex for staff training on diversity, equity, and inclusion (DEI). In November 2022, 12 City of Lowell department heads and staff celebrated earning a DEI Foundational certificate from the college. The City of Lowell is home to the second largest Cambodian community in the U.S. The city's racial and ethnic communities represent 22.2% Asian, 9% Black/African American, 17.6% Hispanic, 5.4% two or

more races and 48.3% White. Most students in Lowell Public Schools are students of color, with 37.7% of students identifying as Hispanic and 27% (as compared with 7% in Massachusetts public schools) as Asian.

Middlesex is actively engaged in higher education networks to enact its equity-focused mission, including the Leading for Change Racial Equity & Justice Institute, Achieving the Dream, and the Association of American Colleges and Universities (AAC&U) Truth, Racial Healing & Transformation initiative. More recently, as it has become an Emerging Hispanic Institute (EHSI), Middlesex has joined the Hispanic Association of Colleges and Universities (HACU). Middlesex has been a member of the Leading for Change Racial Equity & Justice Institute since 2013. A campus team leverages the resources of the institute to identify data-informed strategies to close racialized equity gaps.

In 2021, the college joined Achieving the Dream (ATD) to build sustainable transformation across leadership, equity, data use, and student success efforts. The partnership with ATD is focused on disaggregating data around early momentum metrics, particularly to address college-level math and English completion within the first year and a process review of selective program admissions.

Also in 2021, Middlesex established the CTRHT, an AAC&U initiative, intended to support the vision and mission of the college with an emphasis to promote racial healing and prepare the next generation of leaders to build just and equitable communities. The center serves as a hub and resource for employees to learn together and envision a community without racial hierarchy that actively challenges racism, is equity-minded, and is responsive to our diverse identities and community experiences.

The development of the mission was a highly collaborative process. It is widely understood and is the leading value statement at the college. The mission statement is actualized in most professional development offerings and college projects. It informs our focus, shaping our culture and future.

Appraisal

The college is committed to working with local communities in partnership, including community organizations, municipalities, and universities to ensure students are equitably served. The college's distinct character as expressed via its mission boldly conveys a commitment to take responsibility for equity and opportunity gaps and to resist deficit-minded approaches and practices. As a result of the collaborative process that led to its adoption, the mission permeates the college's purposes, guiding its innovations and practices to center equity and inclusion as the foundation for excellence, innovation, and success. Through a shared equity leadership approach, the vision and mission clearly communicate excellence cannot exist without equity.

With an articulated focus on shared responsibility to become an equity-minded organization, this is a time of great change for Middlesex. While the college has been engaged with the Leading for Change Racial Equity and Justice Institute since 2013, equity work has moved from ad hoc to collegewide. In 2021, President Sisson established the first executive director of DEI who sits on PLC. The creation of this position demonstrates intentional action toward transformational change and living the mission.

To keep the college focused on the mission and the strategic plan, in 2022, the president created the Strategic Leadership Council (SLC) composed of administrators, faculty, and staff who work in teams to advance the mission-driven strategic directions and objectives of the strategic plan. To support the work of the SLC, the college committed $1M in FY23 and $1.5 million in FY24 for proposed projects that advance the goals of the strategic plan. For FY24, $56,182 has been actually spent and $93,958 has been encumbered. A new website, professional development for faculty and staff, and equipment for the implementation of a new ID card program to promote a sense of belonging for faculty, staff, and students are among some of the purchases made from these funds.

It is understood as we deepen our knowledge and practice, periodic evaluation of the content and pertinence of the mission will be essential to ensure it is current and provides overall direction for planning, evaluation, and resource allocation.

The mission is enacted through programs and practices. The college provides multiple academic pathways for students to learn and to be successful. There are robust tutoring and academic support services, mentoring, library services, and integrated career development available to support student success. The pandemic exposed resource inequities among students and in response, the Academic Centers for Enrichment (ACE) helped students transition to remote learning. Many of those resources are now permanent. In 2022, the Disability Support Services office renamed the office as Student Access and Support Services (SASS) to reflect a more inclusive and asset-based language. A partnership with Williams James College addresses wellness and mental health support for students via professional development for faculty and staff, plus transfer pathways for students seeking degrees in the mental health field.

The Admissions team continues to grow enrollments of students of color and has a designated position to prioritize this outreach. In fact, 53% of our applications are students of color (Data First Form - 5.4 Student Diversity). The HR Department has a talent acquisition coordinator focused on recruiting and hiring diverse talent and provides search committee training to support inclusive hiring practices.

Signature programs demonstrating the college's mission include the Program for Asian American Student Advancement, the Supporting Urgent Community College Equity through Student Services (SUCCESS) Scholars Program, Learn and Earn programs, and the Faculty Academy. The PAASA offers students a holistic support system with dedicated staff that advises, mentors, and provides leadership development opportunities for Asian American students. The Brotherhood provides a safe and inclusive space for Black men to connect, grow, and succeed. The organization is dedicated to ensuring the success of Black male students through political activism, social awareness, and communal support. Staff have created a comprehensive resource list for Deferred Action for Childhood Arrivals (DACA) and undocumented students. The SUCCESS Scholars Program provides guidance and resources to ensure underrepresented groups, including Asian American, Black, African American, Latino, and LGBTQIA+ students, have the support to achieve their academic goals. With a focus on academic, financial, career, and personal wellness programming, the program promotes equity and inclusion at the core of its work. Learn and Earn programs prepare students for the workforce while they complete their degrees part-time, supporting the college's commitment to providing educational pathways for all students and addressing the evolving workforce needs of local communities.

The college has invested in innovative professional development for faculty, staff, and students. Mini-grants provide funding for employees to delve deeply into equity and other curricular or co-curricular areas that can transform their portfolios and support student success. The Faculty Academy, based on The Pedagogy of Real Talk, is a faculty development initiative to assist instructors with building rapport with students and creating relevant learning experiences. Since 2020, three cohorts of faculty have participated in the Faculty Academy. In 2022-2023, the college hosted its first Staff Academy based on The Pedagogy of Real Talk with the goal of expanding the strategies of building rapport and creating relevant experiences for our students throughout the entire campus. This first cohort began with 11 staff members.

The Office of Career-Integrated Learning (OCIL) prepares students for the workforce while they complete their degrees. This initiative supports the college's commitment to providing pathways for students and addressing the evolving workforce needs of the local and global communities. The office's focus on work-based learning and career-integrated learning aligns with the mission to educate, challenge, and support students.

The Curriculum Committee's processes ensure all new course and program proposals will support equity efforts. New programs are reviewed to determine their impact on the community and workforce needs and transfer requirements. Assessment is integral to ensure curricular and co-curricular programming help students achieve intended outcomes.

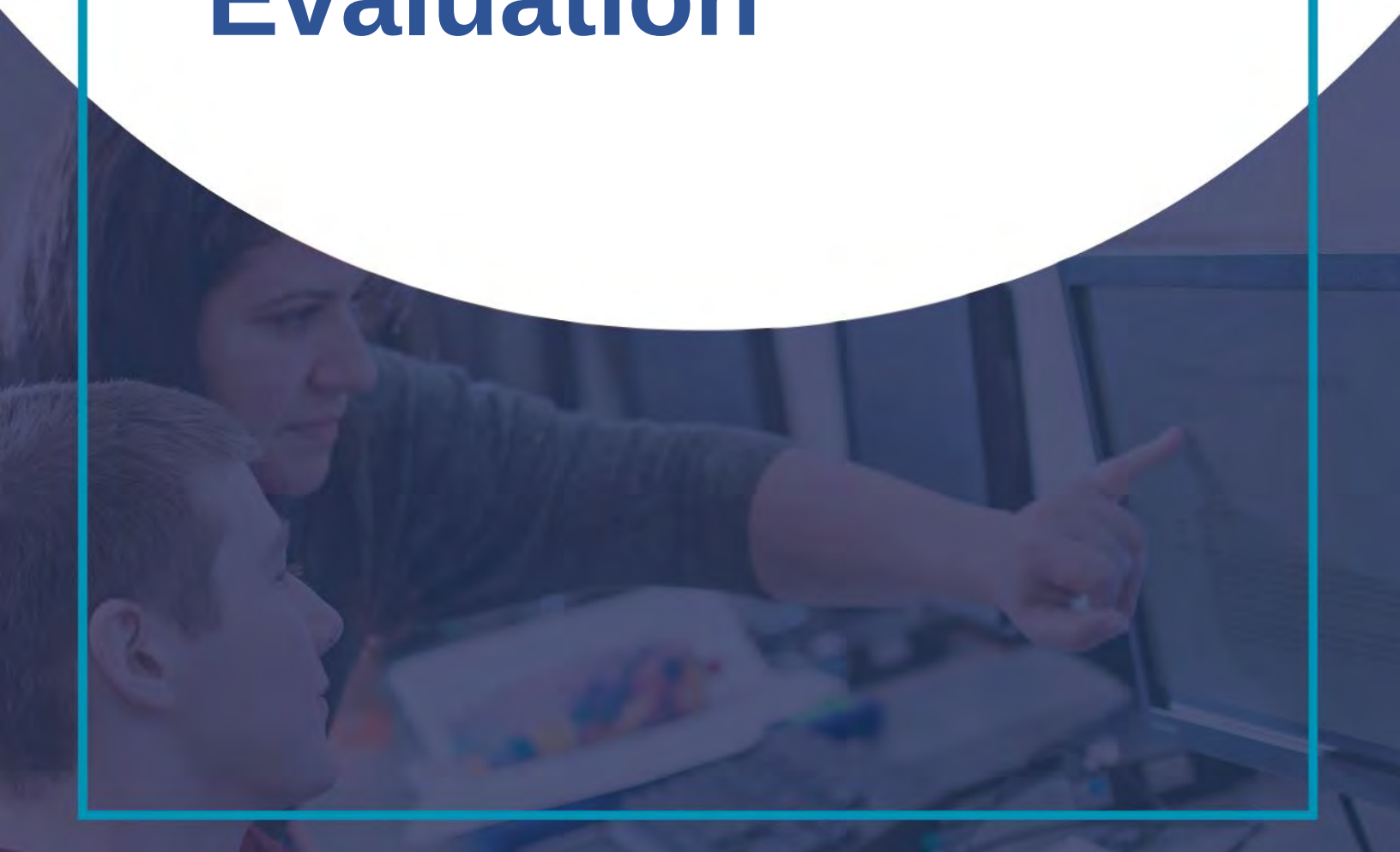
Projection

- By spring 2026, the provost, academic deans, and executive director of diversity, equity, and belonging (DEB) will review, revise, and update mission statements of departments and academic programs to ensure intentional alignment with the institutional mission statement.
- By spring 2026, the provost, academic deans, the executive director of DEB and members of the FSA General Education Committee will collaborate to begin a reexamination of the Institutional Student Learning Outcomes (ISLO) to explore their ongoing relevancy and alignment with equity, racial justice, student success, and cultural relevance and responsiveness, beginning with the multicultural and global literacy ISLO.

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	https://www.middlesex.mass.edu/about/mission.aspx	4/28/22
Mission Statement published	**Website location**	**Print Publication**
Public Facing Website	https://www.middlesex.mass.edu/about/mission.aspx	Electronic
MCC Academic Catalog and Student Handbook	https://catalog.middlesex.mass.edu/	Electronic
Process for Hiring and Onboarding	https://www.middlesex.mass.edu/humanresources/hireprocess.aspx	Electronic
Related statements	**Website location**	**Print Publication**
Vision Statement	https://www.middlesex.mass.edu/about/mission.aspx	Electronic
Strategic Directions	https://www.middlesex.mass.edu/about/mission.aspx	Electronic

Please enter any explanatory notes in the box below

STANDARD TWO:
Planning And Evaluation



Description

Planning

For more than three decades, MCC has engaged in systematic and inclusive planning and evaluation. Since the 2014 comprehensive visit, Middlesex has developed and implemented two strategic plans: Transformative Education (2016-2020) and With Equity at Its Core: Middlesex Community College Strategic Plan 2022-2027.

Transformative Education (2016-2020) was developed with extensive participation from faculty, staff, and the community. Collegewide professional day sessions, six student forums, and two community forums generated input from numerous internal and external stakeholders. The strategic plan was reviewed and discussed FSA as well as by external partners at the annual Advisory Board Dinner. Approval and adoption occurred at the BoT meeting in May 2016. This strategic plan provided focused goals that guided the college as it responded to environmental changes. The underlying goal of this plan was a commitment to close equity gaps among students of diverse ethnic, racial, gender, and income groups, in all areas of the educational process. Specifically, this plan focused on teaching and learning, access and student success, community partnerships, technology, and institutional effectiveness, which were in alignment with the Massachusetts DHE's Vision Project.

The current strategic plan, With Equity at Its Core: Middlesex Community College Strategic Plan 2022-2027, continues the tradition of broad-based planning efforts. The planning process was initiated with a Steering Committee retreat in summer 2019, including representatives from all college units. Planning continued in fall 2019 with Tia McNair Brown, AAC&U Vice President for Diversity, Equity, and Student Success and Executive Director for the Truth Racial Healing Centers Campus serving as the convocation keynote. Convocation also included a group visioning session. Environmental scanning was supported by a collegewide Discovery Day with Dr. Scott Latham, Professor of Business at the University of Massachusetts Lowell Manning School of Business. The outcome of these planning activities was a new vision, mission, and strategic directions statements which were presented to the college community through FSA and the Board of Trustees.

At the end of the fall 2019 semester, goal teams were formed to begin the process of drafting measurable goals for each direction. The goal teams included a cross-section of the college community to ensure broad-based representation and participation. Goal teams began their work in early spring 2020, while the Strategic Planning co-chairs presented the strategic directions to the BoT.

Like many other aspects of our lives, from March 2020 through spring 2021, strategic planning efforts slowed while the college focused on the urgent needs associated with the COVID-19 pandemic. However, planning never stopped. The goal teams made measured progress in 2020 and 2021, continuing to meet, developing draft plans, and presenting them to FSA and the BoT. In June 2021, the Strategic Planning co-chairs provided the BoT with a full draft of the new plan. The co-chairs also presented a timeline to update the plan under the leadership of incoming President Sisson.

An updated plan was presented to FSA in December 2021. It included a new strategic direction focused on fiscal health and fiscal sustainability. In March 2022, faculty and staff engaged with the final draft of the plan at a collegewide Professional Day. Academic divisions and program areas focused on specific goals and their integration into their unit's work. Following Professional Day, the provost and co-chairs offered several open-door sessions providing further opportunity for discussion. On April 8, 2022, the BoT unanimously approved the final plan. On June 21, 2022, the Massachusetts BHE approved the plan.

The plan's strategic directions include 1) build a collegewide culture of equity-mindedness and expansive excellence; 2) strengthen pathways to student retention, 3) strengthen identity as a community-based hub for equity, centering student and community voice, and 4) prioritize fiscal stewardship and sustainability.

Upon final approval from the BoT and the BHE, President Sisson socialized the strategic plan through a series of Critical Conversations and through professional development workshops. Critical Conversations are forums scheduled throughout the academic year to offer collegewide engagement with strategic planning activities. Averaging about two hours, each Critical Conversation has a theme, is held over Zoom, and typically attracts 200 faculty, staff, and members of the BoT. The forums provide space for difficult conversations around strategic directions, such as guided pathways, using data to achieve equity goals, enrollment opportunities and challenges, and facility planning. Since becoming president, President Sisson has hosted approximately six Critical Conversations each academic year. He has also offered workshops for small audiences at Professional Days, such as "Connecting the Dots: The President's Perspective on College Initiatives and the Strategic Plan."

The strategic plan includes external perspectives through its intentional alignment with the BHE's Equity Agenda, Statewide Strategic Plan for Racial Equity, The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts, and the Student Success Framework. Middlesex's alignment with the BHE's ambitious strategic agenda contributes to the vision of the Massachusetts system of public higher education as an engine for economic and social mobility for all citizens, particularly populations that have been historically marginalized.

Plan implementation is led by PLC and SLC. The PLC includes the president, provost/vice president of academic and student affairs, vice president of finance, executive director of institutional advancement, vice president of administration, vice president of HR, executive director of DEB, and the chief technology officer. The implementation process uses the Strategic Doing methodology developed at Purdue University.

The larger SLC includes deans and directors from across academic and student affairs, as well as faculty representation through the presidents of the Massachusetts Community College Council (MCCC) Union and FSA. The SLC holds monthly meetings to oversee and manage plan implementation, including determining feasible priorities and realistic courses of action and linking the priorities to the college budget to ensure appropriate allocation of resources.

Sub-teams are tasked with completing goals within the strategic plan. Each team works with members of the campus community to support them in achieving their targeted strategic goal. Each sub-team meets monthly to work on goal progress, and reports progress at the monthly SLC meetings. Progress reports to the SLC result in dialogue where feedback and ideas are shared, which are then funneled to the sub-teams to continue forward progress. This iterative, dynamic, and inclusive process has created substantial progress on several strategic goals. Additionally, the president regularly updates the BoT on the progress of the strategic plan.

Middlesex allocates sufficient resources to institutional research and regularly and systematically collects data necessary to support institutional effectiveness. Planning and evaluation efforts are supported by the Office of Institutional Research and Assessment (IR) which serves as the college's main data hub, producing and publishing data for internal and external audiences. IR assists departments with tracking data on key performance indicators such as enrollment, credit momentum, retention, persistence, and graduation so decisions are data-informed. Data is used to fulfill compliance reporting required by state and federal governments and to obtain and sustain grant funding. IR Supports all programs within the institution in addition to providing data to support accreditation for programs such as nursing, dental hygiene, dental assisting, paralegal studies, and early childhood education. IR also assists with the collection of a plethora of survey data, including the Community College Survey of Student Engagement (CCSSE), the Perkins graduate survey, the Culturally Engaging Campus Environment survey (CECE), and ATD's Institutional Capacity Assessment Tool. IR also supports the growing interest in qualitative data to provide context to the quantitative data regularly collected. Since the loss of the dean of assessment position, IR assists with student learning outcomes assessment in collaboration with the faculty assessment committee. IR trains faculty and staff in data literacy, data visualization, and available sources of data to guide decision making.

In addition to institutional strategic planning, long-term planning occurs at the unit level. All unit-level plans align with the strategic plan. A facilities master plan was completed in spring 2024 by the Sasaki planning group (see Workroom

documents). An IT plan was finalized in fall 2022 focusing on governance, operating model, security, risk remediation, modernization, and funding (see Workroom documents). The Enrollment Management and Retention Plan (2018-2021) is being revised to align with our current strategic plan and work with ATD.

The Library developed a strategic plan focused on integrating library instruction throughout coursework, optimizing informational resources, increasing collaboration with college departments, disaggregating library use data, increasing sense of belonging in library spaces, increasing representation within library resources, and promoting the use of open educational resources (OER). The Office of Marketing Communications develops yearly initiatives aligned with the strategic plan. For instance, Marketing Communications created equity-minded visual and text guidelines to support the college's mission and ensure accurate representation of BIPOC, AAPI and LatinX students, faculty, and staff in marketing.

The Leading for Change campus team led the development of a diversity and equity plan that resulted in four goals, including 1) focus on building an equity-minded culture to sustain inclusive excellence; 2) rely on and widely communicate disaggregated data to make strategic, equity based decisions; 3) align existing and commit new institutional resources to make changes to support equity; and 4) assess ongoing efforts and document progress to sustain momentum and ensure equitable outcomes for all students. Academic planning occurs through a robust shared governance assessment structure including academic program review, an annual Assessment Day, and general education oversight and assessment (see Standards 4 and 8 for more comprehensive information).

The finance and budget planning process includes both short-term and long-term planning, with budgeting based on enrollment trends and state funding, both of which are variable. Planning includes quarterly reports that are analyzed by the finance team and presented at BoT meetings. Monitoring includes consistent review of costs associated with running academic programs so financial support may be adjusted as needed. Financial planning is rooted in the current strategic plan in Direction 4: Fiscal Stewardship: Design for an Economically Stable Institution. This strategic direction recognizes the success of the college is dependent upon fiscal sustainability. Therefore, budget and resource allocation is aligned with measurable objectives in the plan. It also expressly recognizes and incorporates fiscal benchmarks and guidelines set by the Massachusetts DHE, NECHE, and the National Association of College and University Business Officers (NACUBO) and takes into account unforeseen circumstances.

Evaluation

The current strategic plan, With Equity at Its Core: Middlesex Community College Strategic Plan 2022-2027, gives emphasis to the college's commitment to equitable student outcomes. The institution has several mechanisms in place to evaluate progress in these areas. Evaluation occurs through academic program review, independent external financial audits, federal and state financial aid audits, pass rates on licensure exams, visits by program-specific accrediting agencies, assessments by external consultants, externally validated surveys, internal student data, and systemwide comparisons.

Program Review is regular, systematic, evaluative, and forward-thinking, offering the opportunity to set future directions for academic programs. The college maintains a database of all academic programs and their program review schedule, ensuring that each program undergoes review on a regular basis, generally on a five-year cycle. In addition, some program reviews are initiated by changes in enrollment, graduation rates, or other pertinent data. The program review process requires faculty to evaluate data on program enrollment, graduation and transfer rates, course completion rates, labor market, and transfer trends. IR supports program review by providing data dashboards to each department, to include the data described above, as well as student demographic data, disaggregated by race/ethnicity, gender, and age so programs may more closely evaluate student outcomes. Program Review requires faculty to summarize and describe annual plans to assess program learning outcomes and describe changes and updates made as a result of assessment. Demonstrating Middlesex's commitment to incorporate AAC&U's High Impact Practices (HIPs) into all academic programs, Program Review requires faculty to identify the HIPs in their programs and identify the courses in which they are offered. Each program review includes a summary of program strengths, recommended improvements, as well as a five-year program action plan for improvements and budget. In

between program reviews, faculty annually choose one program-level student learning outcome to assess (see Standard 8 for more comprehensive information on academic program review and assessment).

In 2018, a general education assessment cycle was created to regularly and systematically assess ISLOs. A two-year assessment cycle for ISLOs was established to ensure sufficient opportunity to collect artifacts and to provide faculty development on assessment. The process begins with IR identifying courses with the chosen ISLO. Artifacts are collected in Blackboard Outcomes Assessment, normed, and reviewed by faculty, and presented to FSA for discussion of the results and action planning, such as programmatic changes, course changes, and/or faculty development.

Health programs use metrics, such as accreditation and licensure exam pass rates to assess programs annually, and make programmatic improvements based on these results. Licensure exam pass rates are key indicators of program success, and gauge employability of graduates in programs such as nursing, radiologic technology, and dental hygiene.

Systematic feedback is gathered from current and former students to inform improvement efforts. Nursing and allied health programs distribute end-of-term surveys to graduating students, as well as alumni surveys six to eight months after graduation. The Paralegal Studies program surveys students and graduates on a regular basis to solicit feedback and make changes to the program as needed. These surveys include an exit survey to all graduating students and a long-term graduate survey. Survey data is used to assess whether the program provided skills necessary to succeed in law offices, both soft skills and core paralegal skills such as legal research. Survey results are discussed among faculty and with the Paralegal Studies Advisory Board. Members of the advisory board include relevant constituencies, such as members of professional paralegal organizations.

Middlesex leverages external expertise through research-based surveys such as the CCSSE and the CECE. The CCSSE survey was administered in 2019 and 2022. Middlesex understands the critical value of student voice and feedback. In efforts to enhance the student experience, the CCSSE results serve as a starting point for institutional assessment of the student experience. Recognizing the student experience is an institutional responsibility, the insight gleaned from CCSSE assists with revision of curriculum, programs, and services to meet the needs of students. The CECE survey was administered to students, faculty, and staff in fall 2022. It is designed to measure indicators representing the characteristics of optimally inclusive and equitable campus environments. These indicators also denote the elements of environments that allow diverse populations to thrive in college. Middlesex partnered with researchers from California State University, Fresno to identify emergent themes and areas on which to focus, which include recommendations for the college to better engage students of color. Going forward, Middlesex will create dialogues around these findings to cultivate more inclusive and equitable environments.

Appraisal

Planning

Middlesex has numerous examples of its ability to implement the results of its planning. In Academic and Student Affairs, faculty from the paralegal and entrepreneurship programs conducted research and assessment to improve student outcomes. In 2020, as a result of Program Review, the paralegal faculty changed the prerequisite for PAR 110 Legal Research and Writing I, the course with the lowest completion rate in the program, from eligibility for ENG 101 English Composition I to completion of ENG 101. Beginning in fall 2024, with the benefit of this updated prerequisite, faculty will collect data and examine course completion rates to confirm this change has the desired effect of improvement. The entrepreneurship program conducted a focus group in their 2021 assessment of the Launch Your Business Now (LYBN) Certificate. They found students not only benefited from the content, but also from the unintentional coaching from guest lecturers. Faculty now hosts more guest speakers, as well as offering time for students to pitch their business ideas to volunteers from the local entrepreneurial community. This experience gives students the informal coaching they value and can leverage into a more formal mentorship

in the future. Students expressed a need for more technical training on social media. In response, faculty modified introductory entrepreneurship courses to include structured practice of social media.

Long-term planning related to DEI has resulted in an equity-minded college culture, an equity-focused strategic plan, and a demonstrable record of leadership. For instance, Middlesex has been a member of the Leading for Change Racial Equity & Justice Institute, a racial equity theory-to-practice consortium committed to data-informed decision making, since 2013. A campus team serves as the institutional task force for racial equity focused on three objectives: 1) position a leader with a race equity agenda, 2) declare racism as a public health crisis, and 3) establish a five-year institutional focus on racial equity. The campus team was instrumental during the 2021 presidential search by ensuring the job description included demonstrating leadership and commitment to racial equity. All candidates and finalists were asked to speak to their experiences and accomplishments leading racial equity efforts and making substantive impact in closing opportunity gaps. In June 2022, the Lowell City Council voted unanimously to declare racism as a public health crisis. Middlesex then offered training for staff on DEI. The institutional focus on racial equity is embedded in the current strategic plan and addresses three organizational levers: 1) climate and culture, 2) curriculum, and 3) professional development. The success of the Leading for Change campus team led to AAC&U selecting Middlesex as one of only 71 colleges in the nation to host a campus-based CTRHT. The center serves as a hub for the college community to engage in the ongoing practice of racial healing and to build deeper collective capacity toward racial equity and justice in relationships, structures, policies, and practices.

While the most recent strategic planning process was delayed by COVID-19, Middlesex was able to continue its long tradition of systematic, comprehensive, integrated, and inclusive strategic planning during unprecedented disruption. Two major accomplishments of long-term planning were the creation of the new executive director of DEI position and the establishment of the CTRHT. The college's resilience and planning capabilities were evident in the work of the Emergency Management Team (EMT) during the height of the COVID-19 pandemic when decisions were made rapidly to ensure business and educational continuity.

Planning is also more prevalent collegewide, with units including IT, facilities, enrollment, Library, marketing, and DEI having documented plans. With the creation of the SLC serving an accountability function, the president has considerably improved oversight of the strategic plan. Additionally, resources are now dedicated to achieving strategic priorities.

Since the NECHE 2019 Interim Five-Year Accreditation Report, Middlesex has restructured IR to include a senior director of IR and Assessment, a director of data analytics, and a data and research analyst. In addition, IR now reports directly to the provost/vice president of academic and student affairs and is engaged regularly with the leadership on student progress initiatives. The department has been tasked with delivering robust reporting using a centralized data warehouse and software. This reorganization has led to a singular, comprehensive–and less fragmented–strategy for data delivery.

IR is a key partner in achieving student success outcomes by providing faculty and staff with data dashboards. The dashboards empower faculty and staff with streamlined access to data on demand so they may gain insight into their students' progression. These dashboards need to provide a standardized set of disaggregated data. Faculty, staff, and administrators need to integrate the use of the dashboards into their regular decision making.

MCC's ability to plan for and respond to contingencies was clearly demonstrated in spring 2020 at the start of the COVID-19 public health emergency. An Emergency Management Plan created prior to March 2020 was updated to reflect the immediate needs of students and employees (see Workroom documents). The EMT provided a comprehensive response and served as the coordinating body for communication. EMT existed long before pandemic, but moved to weekly meetings and expanded membership during pandemic. To assess the emerging and changing needs of students, IR distributed a survey to inquire about the need for personal protective gear, specifically for health programs, course modality preferences, as well as other concerns about returning to the campus. The results of these surveys led to the development of plans for providing allied health programs with appropriate protective gear, onsite COVID-19 testing, and a QR code for contact tracing. Other responses included pivoting in-person classes to synchronous and asynchronous online modalities, deploying simulation aids

for Science, Technology, Engineering, and Mathematics (STEM) and health courses, moving academic advising and registration appointments from in-person to virtual, and hosting virtual high school visits. The college reallocated resources to meet the needs of employees and students.

Early achievements of the SLC include establishing a Day of Love, Acceptance, and Belonging, now an annual event; new partnerships between Academic and Student Affairs to cultivate a sense of belonging; and the implementation of data dashboards to measure key equity goals. Accomplishments include development of a new orientation video, dashboards to track success of open educational resources and low-cost courses, and the establishment of employee resource group/affinity group. Additionally, connections with local community organizations for workforce development and a plan to evaluate the role and use of advisory boards are underway.

Evaluation

External consultants support evaluation efforts by assessing key areas and assisting college leaders in making informed strategic decisions. In 2018, Grant Thornton conducted an HR and Financial Business Process Review that resulted in several improvements. In Finance, the review resulted in improved transparency through the use of quarterly financial dashboards, improved efficiency resulting from a timely Ellucian Banner software upgrade, and maintaining federal financial aid compliance with data and cybersecurity regulations. Integrating HR and Payroll departments reduced manual processing and improved services to faculty, staff, and students. HR also streamlined new applicant procedures, improved onboarding processes for new employees, and developed new and updated policies and procedures for improved understanding of college communications. In fall 2021, Middlesex distributed ATD's Institutional Capacity Assessment Tool (ICAT) to all employees. The tool is an online self-assessment of strengths and areas for improvement in seven key dimensions of leadership and vision, data and technology, equity, engagement and communication, teaching and leading, strategy and planning, and policies and practices. The ICAT revealed three themes of areas for institutional growth: data and technology, engagement and communication, and policies and practices. These themes were discussed in greater detail at the all-college assessment day in spring 2022, synthesized, and presented for review to the provost. Specific areas highlighted included institutional management of physical spaces, streamlining of communication to minimize duplicated efforts and better inform the campus, and the need to increase internal and external community collaborations as the institution moves forward. In spring 2022, the college engaged Huron Consulting Group to conduct a collegewide IT assessment (see Huron Report in the Workroom) to explore ways in which information technology services and resources could be structured efficiently to support the college's mission. The assessment resulted in a roadmap of high-level recommendations for the college's leadership to consider regarding IT strategy and governance, IT operations, and IT management and organization. The recommendations were then mapped to the college's strategic plan in an IT and Security Strategic Plan.

Although IR maintains a robust system for tracking data, there is a need for more consistent methods to effectively track graduates and their employment. Tracking post-attendance student data has been problematic. The success of students after leaving their institution has become a recurring conversation at the state and federal levels, and these data are more frequently requested for acquiring external funding.

Middlesex effectively leverages institutional data to deliver effective student support. Progress reports from the Navigate student success tool provide early alerts to students who are struggling academically and messages of praise to students who are doing well. By comparing midterm and final grades, the college was able to demonstrate students are more likely to improve a deficient midterm grade into satisfactory standing if they received at least one Navigate progress report. In the fall of 2021, 2,058 students received midterm deficiency grades. Of these, 1,382 were alerted about their deficiencies through Navigate. Among the alerted students, 25% managed to achieve a passing grade by the end of the semester. In contrast, only 9% of the 676 students who did not receive an alert were able to pass by the semester's end (see table 6.3). Navigate Progress Reports are used to provide individualized support and resources to students in real-time throughout the semester. Several data dashboards have been created allowing faculty and staff to properly assess efforts in improving retention,

persistence, completion, and graduation rates. The dashboards allow for multiple points of disaggregation, such as race, ethnicity, gender, program of study, and part-time/full-time status.

Middlesex made improvements in the areas of academic assessment, including regular assessment of program and ISLO, and a regular cycle of program review. However, there is a need for more comprehensive approaches that include both curricular and co-curricular work. While co-curricular assessment and program has been implemented in some departments, this is still an area for growth. Growth will focus on assessment of best practices, a continued effort to streamline processes and support to the faculty-led Assessment Committee to improve our co-curricular assessment practices. A collaborative role of IR will be critical in supporting this work as we move forward.

Health faculty regularly monitor exam results for areas where students generally do not score as well as others and address these areas through enhanced curriculum content and model exam questions. For example, dental hygiene licensure examinations transitioned from live patient clinical exams to manikin-based simulation exams over the course of the COVID-19 pandemic. This shift initially resulted in a decrease in first-time pass rates. The dental hygiene department responded by implementing new strategies to prepare students, including monthly preparation meetings, modifying materials, and investing in the manikins used for the exam. Mandatory sessions were scheduled for each student to attend to practice instrumentation on manikins, with close instruction and supervision during open lab time. As a result of these efforts, pass rates have steadily improved.

The Massachusetts BHE's Performance Measurement Reporting System (PMRS) provides a comprehensive examination of the performance of each of Massachusetts' community colleges on a set of key indicators regarding access and affordability, student success and completion, workforce alignment and fiscal stewardship. Through PMRS, Middlesex evaluates data on the key performance indicators in comparison to similarly situated Massachusetts community colleges. For instance, an Early Momentum Metrics dashboard provides data on students' first-year progress. Through PMRS, Middlesex evaluates data on the key performance indicators in comparison to similarly situated Massachusetts community colleges. For instance, an Early Momentum Metrics dashboard provides data on students' first-year progress and equitable outcomes. The college will use data from "The Equity Lens" section of the PMRS to track effectiveness of strategic equity efforts including ATD work.

Projection

- The SLC will continue its transparent approach to monitoring progress on implementation of strategic goals through regular communication and reporting to the larger college community and the Board of Trustees.
- By fall 2024, a revised Enrollment Management and Recruitment Plan will be published with implementation to begin by spring 2025.
- By spring 2027, a general education assessment cycle of Middlesex's ISLOs will be designed, piloted, assessed, and implemented.
- By fall 2026, IR, in collaboration with other departments, will design and implement methods to collect more comprehensive employment data on graduates.
- Beginning in 2025, the provost, student affairs directors, and the FSA Assessment Committee will review assessment processes and responsibilities to create a more robust system of co-curricular assessment.
- Beginning spring 2025, the executive director of DEB will host a series of dialogues around the findings of the CCSSE and the CECE and any internally developed tools to execute a plan to cultivate more inclusive and equitable environments.

Standard 2: Planning and Evaluation			
PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2016	2016-2020	https://www.middlesex.mass.edu/strategicplanning/downloads/splan2020.pdf
Current Strategic Plan	2022	2022-2027	https://www.middlesex.mass.edu/strategicplanning/downloads/mcc2227splan.pdf
Next Strategic Plan	-	-	-
Massachusetts DHE Equity Strategic Inititive	2019	2019-Today	https://www.mass.edu/strategic/equity.asp
Other Institution-wide Plans			
Facilities Master Plan	2024		https://teamsites.middlesex.mass.edu/sites/2024neche/_layouts/15/WopiFrame.aspx?sourcedoc={A0EE6317-F44D-457E-8C83-CFEF718E08BA}&file=Master%20Plan%20Jan%202024%20Sasaki_11.30.2023.pdf&action=default
Financial Plan			n/a
Technology Plan	2016	2016-2019	https://www.middlesex.mass.edu/technologycenter/downloads/mcctsp16_19.pdf#zoom=75
Enrollment Management Plan	2018	2018-2021	https://www.middlesex.mass.edu/neche/Downloads/2enrplan2019.pdf
Emergency Management Plan	2018	2018-2019	https://www.middlesex.mass.edu/deanofstudents/downloads/emermgtpln.pdf
Emergency Management Plan	2022	2022-2023	https://www.middlesex.mass.edu/disclosurestatements/downloads/emp20222023.pdf
Plans for Major Departments			
Marketing Plan	2016	2016-2018	https://www.middlesex.mass.edu/marketing/goals.aspx
Library Plan	2013	2013-2018	https://www.middlesex.mass.edu/neche/Downloads/2libstrplan.pdf
Leading for Change (Equity Plan)	2019		https://www.middlesex.mass.edu/strategicplanning/downloads/equity.pdf
Academic Program Review			
System last updated:			https://blackboard.middlesex.mass.edu/ultra/organizations/_94159_1/cl/outline
Program review schedule (e.g., every 5 years)	5-Years		
Sample program review reports:			

Program Review - Co-Curricular and Non-Academic Departments			
Program review schedule:	5-Years		https://blackboard.middlesex.mass.edu/ultra/organizations/_94159_1/cl/outline
Sample program review reports:			

Other significant institutional studies (Name and web location)*			
Achieving the Dream - Institutional Capacity Assessment Tool	2021		https://teamsites.middlesex.mass.edu/sites/2024neche/Shared%20Documents/IR%20Reports/atd_icat_fa21_rprt.pdf?d=w5a38730e915d4f398a76ccb2f28bf978
Community College Survey of Student Engagement - 2019	2019		https://www.middlesex.mass.edu/institutionalresearchandanalytics/ccsse2019.aspx
Community College Survey of Student Engagement - 2022	2022		https://www.middlesex.mass.edu/institutionalresearchandanalytics/ccsse2022.aspx
Strategic Leadership Council Board of Trustee's Presentation	2023		

STANDARD THREE:
Organization And Governance

Description

Governing Board

MCC is one of 15 public community colleges in the Commonwealth of Massachusetts and operates under the jurisdiction of the Massachusetts BHE, which is provided oversight by the Massachusetts Executive Office of Education. The Massachusetts DHE is staff to the 13-member BHE, responsible for executing the Board's policies and day-to-day operations. The President and/or his PLC members attend monthly BHE and committee meetings by Zoom as scheduled to stay connected to BHE policies and actions. The college's governing body is the MCC BoT. This governance structure of public higher education receives its authority under the Massachusetts General Laws Chapters 15A. Open and transparent communication between the BHE, DHE, the BoT, the Middlesex president, a highly engaged faculty and staff, and a well-designed organizational structure, are key for the college's effective governance.

The MCC BoT includes 11 members, 10 of whom are appointed by the Massachusetts governor to a five-year term, renewable for a second five-year term. The Massachusetts governor appoints the chair, who must be a sitting member of the Board and reside in the college's geographic region. One alumni representative is elected by the Middlesex Alumni Association. The student trustee is elected annually by the college's Student Government Association. Appointed trustees are independent from the college. They have diverse cultural, professional, and personal backgrounds, allowing for breadth and depth of expertise and perspectives, and multi-faceted, thoughtful responses when discussing challenging and complex issues. Professional experience among the trustees includes the fields of consulting, finance, law, business, admissions, marketing, and diversity, equity, and inclusion.

BoT meetings follow public meeting laws and are attended by the president and his direct reports. The chair of the FSA and the president of the MCCC chapter (the local faculty and professional staff union) regularly attend board meetings. Meetings are held both in person and virtually once a month from September to June. The meeting schedule, agendas, and meeting minutes are communicated to the college community through the college's website.

The Board operates independently with no financial interests in the institution. Each member of the Board serves at will, with no compensation. Board members operate under the guidance of the Massachusetts Conflict of Interest Laws as well as Massachusetts State Ethics Commission policies and regulations. All new Board members undergo a comprehensive orientation to ensure they have a clear understanding of the institution's distinctive mission, college operations, and how to appropriately exercise their authority in service to the college's mission. All new board members must meet with the president, the chair of the board, and are on-boarded by the Massachusetts Community College legal counsel to discuss ethics law, open meeting laws, and social media. Board members participate in training led by the Massachusetts DHE director of trustees and governmental relations, which consist of a number of modules including open meeting laws, public records laws, conflict of interest laws, state procurement laws, state finance provisions, fraud prevention, and fiduciary responsibilities. They attend a state-sponsored Annual Board of Trustee Conference and the National Legislative Summit. The board has had retreats, which as part of new by-law revisions, will be held annually.

Trustees clearly understand the college's mission and their authority to ensure Middlesex realizes its purpose. The Board has the ultimate authority to grant degrees and certificates and is responsible for the effective management and general business of the college, while also setting policy to achieve the mission and goals of the institution. System-level policies are set by the BHE. The Board delegates power of authority to the president as the chief executive officer of the college, who leads the day-to-day operations of the institution in close consultation with the college's executive leadership team. The Board conducts a full budget evaluation annually and sets fees based on that evaluation.

In addition to its policy setting and fiduciary responsibilities, the Board is charged with conducting an annual evaluation of the president with guidance from and in consultation with the DHE. A pilot 360 evaluation survey of the president was implemented in 2022 and ran again in April 2023 and April 2024, and is now a current practice. Under the BHE's

Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents, BoT must regularly conduct more in-depth, comprehensive presidential evaluations no less than three years from appointment for new presidents and no less than every five years thereafter. These periodic, comprehensive evaluations are much broader than the annual reviews, and differ significantly in terms of scope and process.

The BoT is committed to providing the level of strategic oversight required to ensure the college moves forward in a way that leverages past successes, addresses current concerns, and positions Middlesex to provide the education and services required by its students. It is organized to support the college's mission through a subcommittee structure. The subcommittees include Finance and Audit, Academic and Student Affairs, and Presidential Evaluation/Board Nomination. Each subcommittee chair reports its committees' findings and makes recommendations to the full Board. The BoT Finance subcommittee reviews the budget, budget processes, and proposes the budget for approval by the full Board. The vice president for finance/chief financial officer provides quarterly updates to the Board. The Board's Finance subcommittee also works with external auditors to present the annual audit report to the full Board. The vice president of human resources (HR)/chief HR officer presents personnel actions to the BoT for approval of new hires, retirements, and retrenchments. The president and student trustee make standing remarks about new initiatives, enterprise risk management, and succession planning. Board members maintain productive channels of communication among the Board and with the college community where Board members are invited to campus events, FSA meetings, and are provided with a college email address. Each Board meeting includes a spotlight presentation of campus programs.

Internal Governance

President Phil Sisson was appointed to his position in July 2021, serving as the fifth president of the college. He is supported by a senior leadership team, the PLC. The PLC includes the vice president of HR/chief HR officer, vice president of finance/chief financial officer, provost/vice president of academic and student affairs, vice president of administration, executive director of institutional advancement, executive director of DEI, chief information officer, and executive assistants. The PLC meets weekly and supports the president in administrative oversight of fiscal and academic policy, managing and allocating resources, and assessing the effectiveness of the institution in meeting its obligations to students and the communities it serves.

Middlesex has established communication mechanisms that function through three primary conduits. They include the shared governance body, the FSA, the Management Association Committee on Employee Relations (MACER), and the president's Critical Conversations open forums and Open Door Days. The president and select members of PLC provide college updates at each FSA General Assembly meeting. MACER is a contractually required committee with the purpose of discussing matters of mutual concern. Critical Conversations are forums scheduled throughout the academic year to offer collegewide engagement with strategic planning activities. Held almost monthly and on each campus, Open Door Days allow faculty and staff to meet with the president about any subject, concerns, or to seek advice. The schedule of Critical Conversations and Open Door Days are widely distributed to the college community via email announcements. Regular communications to the college community come from the Office of the President on important events and matters of interest to the entire college community. These channels promote communication and advance the quality of the institution.

During the COVID-19 public health emergency in March 2020, EMT was activated to keep the college community informed and safe. The college's executive leadership, managers, deans, and union representatives were engaged members of the team. EMT provided opportunities for executive leaders to consult with faculty, staff, and students to appropriately respond to their needs and concerns.

The provost/vice president of academic and student affairs reports to the president and serves as the chief academic officer. The provost has responsibility for all curricular and co-curricular programming and outcomes. The provost serves as the ex-officio of the FSA Curriculum Committee, a component of the shared governance structure that oversees and assures the integrity and quality of academic programming. The provost convenes direct reports and chairs/coordinators meetings to share information each semester to facilitate information sharing, planning, and accomplishment of key strategic initiatives. The

provost acts as liaison to the contractually required Distance Education Committee, which is responsible for setting forth processes for faculty to apply for opportunities to develop online courses and meets as needed. The Distance Education Committee consists of faculty members, the director of online learning/Blackboard support, and the dean of liberal arts and distance learning (See Standard 4 for more comprehensive information). Along with responsibility for all curricular programming, the provost and academic leaders ensure all relationships with external entities involved in the delivery of coursework, such as clinical sites, are documented and reviewed for effectiveness.

MCC is subject to collective bargaining agreements negotiated by the BHE. The MCCC represents faculty and professional staff. The MCCC Day Agreement governs employment-related issues for full-time faculty and full- and part-time professional staff. Conditions of employment, hours, and benefits of part-time faculty are addressed in the DCE (Division of Continuing Education) agreement. MACER, comprised of representatives from the administration and the local MCCC chapter, meets monthly during the academic year to address contractual issues. The American Federation of State, County and Municipal Employees (AFSCME) represents support staff. Policies and procedures for non-unit administrators are outlined in the BHE Non-Unit Professionals Personnel Policies Handbook. All contracts and personnel policies can be found on the HR website.

FSA gives faculty, professional, and administrative staff a substantive voice in college governance. In accordance with its bylaws, the FSA General Assembly meets three times a semester. Meeting dates, as well as committee membership are available online. At these meetings, members exercise their voting privileges on curriculum, academic standards, academic excellence and integrity, and the improvements of the institution to advise the president. FSA provides a forum for the president and vice presidents to update faculty and staff on important federal, state, local, and institutional issues and for its membership to openly debate key academic and student success initiatives. The FSA chair meets with the president and the provost and vice president of academic and student affairs before every meeting. The FSA voting membership includes all full- and part-time faculty, professional staff, and administrators. The ad hoc Bylaws Committee under the direction of the FSA vice chair reviews and makes motions to the FSA General Assembly where motions to the bylaws are voted and approved. In 2023, the Bylaws Committee acted on recommendations and voted to create a Parliamentarian position. The Parliamentarian position was then approved by FSA members. There is also a planned 'discussion period' as part of each FSA meeting at which important college issues are openly discussed.

Through its committee structure, FSA fulfills its purpose to establish and maintain high academic and professional standards in service to aiding all Middlesex students to reach their highest level of academic achievement. Standing committees are responsible for the formulation of new policy and the continuing review of the need for changes in established policy. Standing committees include the Academic Standards Committee, the Assessment Committee, the Curriculum Committee, the Diversity Committee, the Executive Committee, the General Education Committee, the Sustainability Committee, and the Technology Committee. According to the FSA Bylaws, Article IV, Section 5, standing committees shall have a term of four academic years, and require review for continuation by passage of a motion of continuation made at an FSA general meeting. No more than 50% of the standing committees shall be up for review for continuation in the same year. The FSA Executive Committee has the right to determine the review cycles for the standing committees. Ad hoc committees that wish to continue meeting in an upcoming academic year must have a motion of continuation passed at the FSA general meeting. The motion of continuation cannot exceed 12 months.

Several standing committees ensure the institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. The purpose of the Curriculum Committee is to ensure that credit-bearing courses and programs are consistent with the college's mission. The Curriculum Committee provides support and recommendations to faculty, academic departments, and the provost regarding curriculum policies and procedures. Motions from the Curriculum Committee are presented at the FSA General Assembly for a vote of approval. The General Education Committee serves to review, assess, and monitor all aspects of the general education program and make recommendations and proposals for improvement. The Honors Committee serves as an Advisory Committee for the Commonwealth Honors Program. It approves all honors course proposals prior to review and approval of the Curriculum Committee and ensures all operations are

consistent with the honors program and college missions. The Assessment Committee guides and supports collegewide assessment initiatives designed to improve teaching, learning, and student development.

Article VI, Section 2 of the FSA bylaws allow for the inclusion of students on shared governance committees and states students shall have the same voice and vote as any other committee member. Students are represented by a student trustee at the BoT meetings. An active Student Government Association (SGA) represents the student voice. According to its bylaws, the purpose of the SGA is to serve as the student voice for all students, communicating their needs to administration and representing their interests on campus-wide policy. In collaboration with the Office of Student Engagement, SGA also manages budget to support student clubs and efforts that offer opportunities for student development, including student open forums with campus administration, African Cultural Club's Annual African Fashion Show, the Muslim Student Association's Eid-Al-Fitr Dinner, beach clean ups with the Sustainability Club, a Treats for Troops community service event with the Dental Hygiene Club, movie nights and trivia games. SGA members are invited to attend FSA General Assembly meetings. SGA meets with the BoT each December. The president meets with the student trustee monthly throughout the academic year or more frequently as needed.

Many academic and administrative committees and groups are involved in decision making related to institutional plans, policies, and procedures. These additional opportunities for participatory governance for faculty and staff include division and department meetings, faculty search committees, sabbatical committees, tenure and promotions committees, and negotiation committees. FSA collaborates with many of these committees about changes to plans and policies and solicits their expertise on recommended proposals. For example, upon the retirement of the dean of assessment in 2017, assessment responsibilities were transferred to the FSA Assessment Committee as a natural evolution of the faculty-led work. This committee's goal is to establish ownership of processes for assessment-related activities and develop a campus model of assessment. Its mission is to oversee collegewide assessment initiatives designed to improve teaching, learning, and student development, as well as to respond to requirements mandated by external agencies.

Appraisal

Student Voice

Middlesex has shown consistent effort including student voice in matters in which students have direct and reasonable interest. For example, the student trustee served on the search committee for the replacement for President Mabry. The current student trustee, has been a strong advocate for undocumented students, addressing the faculty at Professional Day, the BoT, and is serving on a statewide task force on undocumented students.

Student government plays a vital role shaping the college experience, influencing decision-making processes and enhancing student life, promoting engagement, and preparing students for leadership roles beyond the campus. Student government advocates for policies, resources, and improvements that will promote leadership development, civic engagement, and advocacy for underserved populations. Through student clubs, organizations, and activities, student government creates spaces for students to pursue their passions and forge meaningful relationships with their peers, faculty, and staff advisors, and community partners.

Governing Board

NECHE's response to the 2019 Interim Five-Year Accreditation Report requested we give an update on success in assuring the BoT establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Several strategies have been implemented to address communication. These strategies have been successful in increasing communication between the Board and the college community. The Board created a set of local bylaws that complement state law governing education BoT. These bylaws address communication among the board members and with the institutional community and were approved at the June 2024 BoT meeting.

The president is proactive in communicating with the Board. Spotlight presentations at each Board meeting communicate information about college programs and services. Recent spotlight presentations included the SUCCESS Scholars Program, Diversity Equity and Inclusion Non-credit Certificate Program, as well as updates on various new and revised academic programs. At each meeting, the president shares campus events to which trustees are invited; trustees regularly attend FSA meetings, the president's Critical Conversations (three each semester lasting for two hours), and campus events. The result of these communication strategies has been improved communication between the Board and the college community.

Developments in the Board's structure have continued to support its work. Each Board member is appointed to a Board subcommittee, along with a member of the college's executive leadership team who is appointed by the president. The number of subcommittees was reduced from 10 (Diversity, Investments, Technology, Finance, Presidential Leadership, Trustee Leadership, Self-Assessment Financial Audits, Student Success, Workforce Development, and Institutional Planning) to three (Presidential Evaluation/Board Nomination, Finance and Audit, and Academic and Student Affairs). The committees were changed in 2011 at the Board's request to align with the college's strategic plan. When the strategic plan was completed, these committees continued to meet. In spring 2022, President Sisson asked the Board Chair to review the current board committee structure as well as the establishment of a By-laws Committee. Also, In spring 2023, an ad hoc committee of BoT members was created to review and revise the BoT By-Laws with a focus on board structure, the schedule of BoT meetings and board self-evaluation which will begin in AY 2024-2025 with consultation from Association of Community College Trustees.

Board meeting minutes are drafted by the Executive Assistant to the president and sent to the Board Chairman for review and signature. The meeting minutes are then sent to all trustee's one week in advance before the next Board meeting, where they will vote to approve the prior meeting minutes. All meeting minutes are posted on the Board's website.

Internal Governance

Notable changes in senior leadership since the NECHE 2019 Interim Five-Year Accreditation Report include:

- With the appointment of Phil Sisson as president in 2021, an interim provost and vice president of academic and student affairs was appointed, and permanently appointed after a 360 evaluation/input from community in 2022.
- With the retirement of the vice president of finance/chief financial officer, a new vice president was appointed in 2022. The individual was permanently appointed after a 360 evaluation/input from community later that year.
- The role of an executive director of DEI (renamed later as the executive director of DEB) was added to the executive leadership team in 2021.
- With the departure of the chief information officer, an interim chief information officer was appointed in 2022. The individual was permanently appointed after a 360 evaluation/input from communitylater that year.
- With the retirement of the chief administrative officer in 2022, a new chief administrative officer was appointed in the same year.

The college has made considerable effort to create an atmosphere of open communication. In 2021, President Sisson began hosting the President's Critical Conversations. These two-hour gatherings via Zoom focus on specific issues affecting the campus community, such as the master planning process, COVID-19 reopening and vaccination requirements, website redesign, federal and state budget funding and advocacy; enrollment challenges and opportunities, the Strategic Plan, and our NECHE self-study. These conversations include all members of the campus community. BoT members are also invited and several often attend. Each Critical Conversation includes a period for questions and answers.

In addition, since he began his tenure, President Sisson has scheduled regular office hours, called Open Door Days, when anyone from the campus can sign-up for 30-minute blocks of time to talk to him about college-related issues. Both the Critical Conversations and Open Door Days have created additional communication channels for faculty and staff. There is an open line of communication between the administration and FSA, as the FSA president regularly meets with the president and provost.

The continued review of FSA subcommittees and bylaws ensures they have purpose and are relevant. In the past two terms, the by-laws committee of the FSA has clarified questions and fielded discussions around the voting of its membership, i.e., identifying who is allowed to vote. In addition, the FSA provides a forum for all MCC committee work, including key committees such as the Curriculum Committee. FSA hosts a special discussion each month around issues important to the campus, such as Open Educational Resources, Professional Development for Faculty and Staff, and the collective bargaining agreement college service requirements and their relationship to the FSA Committee work.

Projection

- In AY 2024-2025, the BoT will implement the changes from the revised By-Laws and implement its first self-evaluation with consultation from ACCT.
- The college will continue to provide Spotlight Presentations to the Board highlighting key initiatives.
- The President will maintain efforts for transparent and open communication by continuing to hold Critical Conversations and Open Door Days each semester.

Standard 3: Organization and Governance (Board and Internal Governance)	
Sponsoring Entity	
Name of the sponsoring entity	Commonwealth of Massachusetts/Dept of Higher Education
Website location of documentation of relationship	http://www.mass.edu
Governing Board	
By-laws	https://malegislature.gov/Laws/GeneralLaws/
Board members' names and affiliations James J. Campbell, Chairman James H. Campanini, member Brian L. Chapman, member Michael A. Ferrari, JD, member Cheryl E. Howard, M.B.A., D.B.A., member Steven Iem, M.B.A., D.B.A., member Bopha Malone, member Annie O'Connor, J.D., member Kathleen A. Plath, B.B.A., M.S., member Sarah C. Alzate-Perez, Student Trustee	
Board of Trustee's Committees	
Full Board	https://middlesex.mass.edu/trustee/
Trustee Finance Committee	Available upon request
Trustee Investment Committee	Available upon request
Trustee Audit Committee	Available upon request
TrusteeWorkforce Development Committee	Available upon request
Trustee Institutional Planning Committee	Available upon request
Trustee Student/Diversity Success Committee	Available upon request
Trustee Leadership Evaluation Committee	Available upon request
Trustee Nomination Committee	Available upon request
Major institutional faculty committees or governance groups	
Faculty/Staff Association (FSA)	https://teamsites.middlesex.mass.edu/fsa/default.aspx
FSA Standing Committees	
Academic Standards Committee	https://teamsites.middlesex.mass.edu/fsa/Academic%20Standards%20Committee1/Forms/AllItems.aspx
Assessment Committee	https://teamsites.middlesex.mass.edu/fsa/Assessment%20Committee/Forms/AllItems.aspx
Curriculum Committee	https://teamsites.middlesex.mass.edu/fsa/Curriculum%20Committee/Forms/AllItems.aspx
Diversity Committee	https://teamsites.middlesex.mass.edu/fsa/Diversity%20Committee1/Forms/AllItems.aspx
General Education Committee	https://teamsites.middlesex.mass.edu/fsa/General%20Education%20Committee1/Forms/AllItems.aspx
Honors Committee	https://teamsites.middlesex.mass.edu/fsa/Honors%20Committee1/Forms/AllItems.aspx
Sustainability Advisory Committee	https://teamsites.middlesex.mass.edu/fsa/Sustainability%20Advisory%20Committee1/Forms/AllItems.aspx
Technology Committee	https://teamsites.middlesex.mass.edu/fsa/Technology%20Committee1/Forms/AllItems.aspx

Major institutional student committees or governance groups	
Student Union Government Association (SUGA)	https://teamsites.middlesex.mass.edu/fsa/_layouts/15/WopiFrame.aspx?sourcedoc={252365EA-13BA-412C-94C6-F8AE441CD1D8}&file=SUGA%20Ppt.pptx&action=default&DefaultItemOpen=1
Other major institutional committees or governance groups	
FSA Adhoc Wellness Committee	https://teamsites.middlesex.mass.edu/fsa/Wellness%20Committee/Forms/AllItems.aspx
President's Leadership Council	https://teamsites.middlesex.mass.edu/sites/presidentsoffice/default.aspx
Enrollment Management Group	https://teamsites.middlesex.mass.edu/sites/enrollmentplanningteam/default.aspx
Emergency Management Committee	https://www.middlesex.mass.edu/disclosurestatements/emerg_team.aspx
Banner Users Group (BUG)	https://teamsites.middlesex.mass.edu/sites/bannerusersgroup/default.aspx
Data Governance Committee	https://teamsites.middlesex.mass.edu/sites/datagovernance/default.aspx
Middlesex Community College Foundation	
Website:	https://www.middlesex.mass.edu/foundation/
Board Members James W. Henderson, Chairman Lois Alves, member David Basile, member John P. Chemaly, member William Chemelli, member Frederick Ciampa, member Carole A. Cowan, member Stephanie Cronin, member James D'Agostino Samir A. Desai, member Pete Lally Lura Smith, member	

Please enter any explanatory notes in the box below
Attachments: https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section9

Form Notes
Please attach to this form: 1) A copy of the institution's organization chart(s). 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements. If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Standard 3: Organization and Governance (Locations and Modalities)					
	Location City, State/Country	**Date Initiated**	**2-Years Prior FY 2021**	**1-Year Prior FY 2022**	**Current Year FY 2023**
Campuses, Branches and Locations Currently in Operation					
Main campus	Bedford, MA USA	1970	10,352	10,726	11,111
Other principal campuses	Lowell, MA USA	1987	*	*	*
Branch campuses (US)	-	-	-	-	-
Other instructional locations (US)	-	-	-	-	-
Branch campuses (overseas)	-	-	-	-	-
Other instructional locations (overseas)	-	-	-	-	-
Educational modalities					
Distance Learning Programs 50-80% on-line	34	-	991	905	921
Distance Learning Programs 80% or more on-line	33	-	4,282	4,047	3,726
Correspondence Education	-	-	-	-	-
Low-Residency Programs	-	-	-	-	-
Competency-based Programs	-	-	-	-	-
Dual Enrollment Programs	3	-	2,288	2,349	2,738
Contractual Arrangements involving the award of credit	1	-	19	0	0

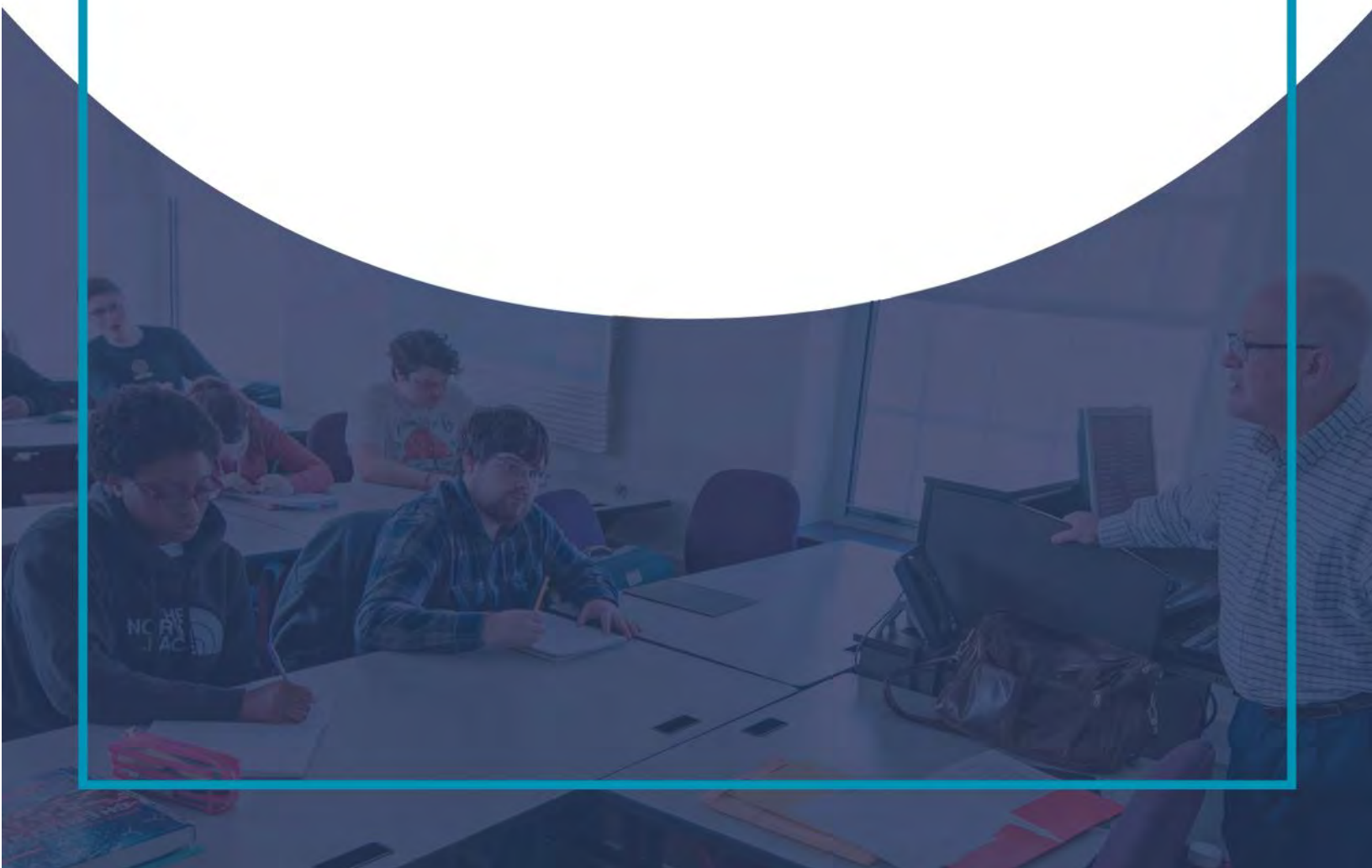
Please enter any explanatory notes in the box below

1) Middlesex Community College has two equal campus locations with a free shuttle service between campuses. We embrace this one campus mindset even though students can take classes at either campus.

2) Dual Enrollment are part of three programs: Concurrent at MCC, Dual Enrollment at High Schools, and Early College.

3) Distance education programs are defined as Masschusetts' Department of Education approves in the program inventory. Students may take less than 50% of credits online, between 50-80% of credits online, or greater than 80% of credits online. Not all students in those programs will pursue the option to do online courses. The enrollment in this section reflect students in those programs. Our overall distance learning enrollment will be higher based on students taking courses online but not in one of these programs.

STANDARD FOUR:
The Academic Program



Description

MCC offers 60 associate degree programs and 27 certificate programs leading to the AA, AS, or a certificate of completion. The college offers a range of programs catering to diverse student populations that include transfer, career and technical education, adult education, literacy, workforce training, and community enrichment. Degrees and certificates are offered in a variety of disciplines ranging from accounting, biotechnology, computer science, engineering, English, visual design, nursing, and allied health. The Liberal Arts and Sciences associate degree includes concentrations in disciplines such as creative writing, fine and performing arts, literature, and psychology that are aligned with baccalaureate requirements at regionally accredited colleges and universities. During the writing of this self-study, Middlesex was approved by the BHE to fast-track a proposal for a practical nursing AS which will be ready to enroll students in Fall 2024. The college's academic programs reflect its mission and align with the strategic goal of contributing to positive social transformation and the economic development of the region.

Associate degree programs require a minimum of 60 credits and follow a required or recommended sequence of courses. A student taking a full-time course load of 15 credits would complete a 60-credit associate degree in two years. Considering full-time students constitute approximately 20% of the college's student population, most students take more than two years to complete their academic programs. Certificate requirements vary by program and follow a recommended sequence of 10 to 29 credits.

Middlesex meets the needs of students by offering both transfer and career programs. Transfer programs provide foundational knowledge and skills needed to pursue a bachelor's degree. The college maintains up-to-date transfer articulation agreements providing one-to-one mapping of courses between the associate degree and bachelor's degree programs. Transfer programs meet the Massachusetts Transfer General Education Foundation, a set of 34 credits accepted at Massachusetts community colleges, state universities, and the University of Massachusetts. The MassTransfer A2B (Associate to Bachelor's) programs identify specific pathways to smooth the transfer process and optimize transfer credit. Benefits to students may include automatic admission, fulfillment of general education requirements, and a tuition discount. Career and technical education programs prepare students for immediate employment in specific fields or industries. Middlesex actively partners with regional businesses and industries to develop and offer programs, ensuring curricula are relevant and up-to-date with industry standards. Professionals from the local community participate on academic Program Advisory Boards to offer their expertise and recommendations.

To assist students who want to start their academic journey but have not yet decided upon a program of study, in 2015 the college introduced academic pathways (sometimes called meta-majors). Academic pathways are designed for first-semester students who may still be exploring academic interests and career opportunities. Pathway maps help students stay on track, earn credit toward a variety of majors, and complete core courses while selecting a program of study. Academic pathways for undecided students include arts and humanities, business, education, health, public service, STEM, and social science. The guided pathways model was informed by Davis Jenkins book, "Redesigning America's Community Colleges." Middlesex has been nationally recognized our academic maps-and used a model of simplicity and clarity for students.

Middlesex supports regional workforce development by aligning programs with labor needs. New program development is influenced by a regional workforce development blueprint created by the Massachusetts Department of Workforce Development following the Northeast and Greater Boston blueprints.

The academic catalog provides students with all necessary information about academic programs. Learning outcomes, developed by faculty and representing the essential knowledge and skills for transfer and careers, are published for each academic program. Program descriptions include a career and transfer outlook, helpful hints, required courses, recommended electives, recommended course sequence, and links to academic maps. Academic maps display a clear semester-by-semester breakdown of the curriculum required to complete a program of study. Each map identifies milestone courses that

must be completed by a certain semester, career and transfer information, and other helpful hints for academic planning and success. Institutional-level student learning outcomes, developed by faculty and representing the skills and abilities essential to students' learning and development, are published in the academic catalog as the college's general education requirements.

All academic programs include a set of general education core requirements and program-specific courses. These requirements provide an integrated educational foundation while allowing students to pursue the knowledge and skills needed in a recognized field of study. In all programs, general education courses are offered in a distribution reflecting a balanced regard for general education disciplines including the arts and humanities, the sciences including mathematics, and the social sciences, and reflect the institution's definition of an educated person developing knowledge and skills in written and oral communication, multicultural and global literacy, critical thinking, social responsibility, quantitative literacy, and personal and professional development. The core curriculum consists of seven general education course requirements, including ENG 101 English Composition I, ENG 102 English Composition II (which embed information literacy skills early in a student's experience), and electives in humanities, mathematics, science, social science, and behavioral science. Students must meet published graduation requirements including general education, program requirements, residency, and minimum GPA. These requirements are published in the academic catalog.

Student learning outcomes for individual courses are determined by academic departments as part of the curriculum development process. Faculty proposing courses suggest course-level student learning outcomes which are discussed and voted on by department faculty. Course proposals then go through the shared governance process. Proposals are presented to the FSA Curriculum Committee and discussed regarding appropriate rigor and transfer as well as support for program and institutional-level learning outcomes. Course outcomes, once approved by the Curriculum Committee, are sent to the FSA General Assembly for a full vote and final approval to add to the college catalog.

Students are required to have earned a high school diploma or an equivalency (GED or HiSET). Massachusetts public high school graduates from 2003 or later must meet both local and state requirements to earn a high school diploma, including earning a passing score on the Massachusetts Comprehensive Assessment System (MCAS). SAT scores are not required for admission and there is no application fee or application deadline.

Standards of quality and consistency are ensured in several ways. Faculty engage in annual outcomes assessment projects which are reviewed at the annual Assessment Day. Results of program assessment projects lead to demonstrable improvements in curricula (see E series forms in the Appendix for examples). For instance, in 2017, the English department revamped ENG 101 English Composition I and ENG 102 English Composition II course outcomes to better align with Massachusetts public college and university outcomes and employer needs. All course sections have common learning outcomes published in the academic catalog along with the course description. While instructors may add additional learning outcomes, all sections include the common learning outcomes. Membership in the National Council for State Authorization Reciprocity Agreements (NC-SARA) provides an external review of the quality of online learning programs and courses as well as clear grievance procedures. (See Standard 8 for more comprehensive information).

Librarians provide instruction in information literacy skills in partnership with faculty to offer lessons tied to research assignments that are relevant to students' information needs. Librarians continually develop new modes of instructional techniques to support the needs of students, whether the course is in-person, online, or hybrid. Librarians create course-specific research guides to facilitate information literacy in multiple disciplines. Librarians' work on information literacy instruction is informed by the Association of College and Research Libraries' Framework for Information Literacy for Higher Education.

The Library worked closely with faculty to reach students online during FY21 when the college was not open in person. FY22 saw an increase in activity as students returned to campus. In FY23 our numbers dipped; this was a relationship building year as faculty adjusted to the return to campus. There was a large turn-over in Library staff, as well as faculty who had been

Library 'regulars.' Other changes in behavior post-pandemic are that some faculty who would previously book multiple Library visits a semester reduced to one visit. Library staff continue to cultivate relationships with faculty (and students) and have seen a marked increase in information literacy instruction in FY24.

Table 4.1
Fall 2020 - 2023 Middlesex Community College Library Information Literacy Sessions

Session Type & Students Served	Fall 2020 Sessions	Fall 2021 Sessions	Fall 2022 Sessions	Fall 2023 Sessions
Sessions embedded in a class	0	62	58	88
Free-standing session - in person	0	14	2	8
Online sessions	72	38	14	25
Total students served	1,156	1,688	1,161	1,620

To ensure access to instructional materials and necessary course tools, all Middlesex course sections regardless of instructional method are assigned a course shell in the Anthology Blackboard learning management system (LMS). Blackboard courses are synchronized with the Banner Student Information System (Banner) through an automated integration process resulting in each Blackboard course reflecting daily class enrollment. In May 2020, the Blackboard system was migrated to Software as a Service (SaaS) creating additional stability and ensuring the most current online teaching and learning tools for faculty and students.

Assuring Academic Quality

The college's strategic plan, With Equity at Its Core Middlesex Community College Strategic Plan 2022-2027, has several key academic components. These include: strengthening pathways to student retention by expanding affordable programs and schedule options (Strategic Direction 2, Goal 1, Objective A), better aligning curriculum with high schools and transfer institutions (Strategic Direction 2, Goal 1 Objective B and C), creating a common set of foundational experiences and decolonizing the curriculum (Strategic Direction 2, Goal 2, Objective A), removing barriers created through developmental education, strengthening credit for prior learning, revising gatekeeper courses to embed high impact practices, and ensuring access to work-based experiential learning opportunities (Strategic Direction 2, Goal 2). Each of these efforts is implemented using the Strategic Doing process; taking an action-oriented approach to achieving goals and moving quickly toward measurable outcomes with $1M in FY23 and $1.5 million in FY24 dedicated to implementation.

The provost and vice president of academic and student affairs is the chief academic officer and provides leadership over all academic programs and policies. The provost is supported by the associate provost for academic affairs and strategic initiatives, academic deans who provide oversight of five academic divisions, including 1) health, 2) education, K-16 partnerships, transfer, and articulation, 3) business, legal studies and public service, 4) liberal arts, and 5) STEM. Academic deans, department chairs, and program coordinators serve as instructional supervisors and assure quality by implementing a regular series of classroom observations, reviewing student course evaluations, addressing student concerns, and providing oversight of assessment and improvement projects. Academic deans and department chairs review faculty syllabi to confirm common student learning outcomes and appropriate levels of rigor are present. All part-time faculty receive student evaluations which are shared with instructional supervisors. All faculty are evaluated based on processes outlined in the collective bargaining agreements (CBAs). Full-time faculty who are in an evaluation year receive student evaluations which are shared with instructional supervisors. Full-time faculty are evaluated based on a contractual schedule and include components of instructional workload, advising, and college service. Once each year, all faculty engage in an Assessment Day at which the results of departmental assessment projects are reviewed and program changes developed.

More than 20 degrees and certificates have been developed or revised since the 2014 self-study, reflecting the changing education and training needs of the region. New courses and programs originate and are voted on within academic departments. Departments present proposals for new and revised courses and programs to the FSA Curriculum Committee (See Standard 3 for more comprehensive information). Once approved by the Curriculum Committee, proposals are brought before the FSA General Assembly for a vote. Approved programs and courses are added to the college academic catalog. New programs of 30 credits or more must go to the Massachusetts DHE for approval.

The academic catalog is the authoritative document describing academic policies and programs. The updated catalog for the current academic year is posted annually on July 1. Deans, department chairs, and staff contribute updates as needed. When academic programs are eliminated or program requirements are changed, the college makes appropriate arrangements for enrolled students so they may complete their education with minimal disruption. The FSA Curriculum Committee Academic Program Suspension form is used to sunset academic programs for reasons such as low enrollment or lack of relevance. Decisions to sunset programs are based on a regular review of program relevancy, departmental data including enrollment and graduation rates, and program review. The process is initiated with a vote at the departmental level and, if approved by the academic dean and provost, brought to the Curriculum Committee. If approved by the Curriculum Committee, it is brought to the FSA General Assembly for a vote of approval. A teach out plan is developed for students remaining in the program.

All academic programs engage in Program Review on a five-year cycle. Faculty lead a Program Review Committee and work from the Program Review template. The template includes disaggregated program enrollment and completion data (example 1, example 2) provided by IR through a self-service dashboard, high impact practices embedded in the curriculum, a review of program learning outcomes and trends in the discipline, program relevancy, necessary resources, identification of notable program achievements and career outlook. The faculty member leading the program review identifies an external reviewer who is approved by the dean or provost to provide an outside perspective on the academic program. Program Reviews are also required for student service areas to ensure the college is meeting expectations for student support. Program review forms have been adapted to better facilitate review of support services and resources (see Standard 8 for more comprehensive information). Program review includes information learned from annual assessment projects which use student work as evidence of program success and effectiveness.

The FSA Assessment Committee provides leadership and coordination for the college's many assessment efforts. This committee guides academic departments in the development of useful assessment projects investigating program learning outcomes. Committee members represent the college on the DHE's Massachusetts Advancing Massachusetts Culture of Assessment (AMCOA) group, which is led by a team of faculty and staff from each of the 28 undergraduate campuses, with the goal of advancing assessment of student learning through information sharing about best practices and campuses experiences; provision of faculty and staff professional development opportunities; and cross-institution, collaborative experiments with assessment approaches and technology. Once a year, Middlesex holds an all-college Assessment Day where curricular and co-curricular departments discuss implications of departmental assessment projects based on program or degree learning outcomes (see the Blackboard assessment site for examples). Assessment plans are developed by areas with community assistance each fall, with Assessment Day taking place each spring to allow for artifact collection leading full year of planning and implementation for each assessment project.

Expectations and standards for student achievement and academic quality, including course content, prerequisites, grading systems, and credits are consistently applied to all sections of a course, regardless of when, where, or how the course is offered. Students choose courses offered in a variety of modalities, including face-to-face, asynchronous, and synchronous online, hybrid, HyFlex, and concentrated schedules. High school students enroll in credit courses through dual enrollment and early college programs. All courses and programs meet the same quality standards and requirements regardless of modality. Middlesex's expert faculty develop syllabi for college-level instruction. These syllabi have contractually required elements indicated in the MCCC contract. Instructional supervisors review syllabi for completeness. Syllabi are reviewed using the contractual XIII-E2 Checklist for Course Materials and form DCE-E1 Division of Continuing Education Course/Instructional Materials Checklist Form. Through professional development, faculty learn about developing active learning materials using

instructional technologies such as VoiceThread, Perusall, and a collaborative software suite to increase student engagement and collaboration, and develop learning objectives connected to real-world problems.

Middlesex has an ISLO of oral and written communication which is assessed on a regular schedule by the FSA General Education Committee. ENG 101 English Composition I and ENG 102 English Composition II are embedded in the college's general education requirement. The English sequence course outcomes focus on active reading, critical thinking, media literacy, the writing process, research, and documentation. Certificate programs were reviewed in 2022 regarding ENG 101 English Composition I prerequisite requirements to eliminate hidden prerequisite credits. To provide additional support for ENG 101 English Composition I students without requiring developmental courses or credits, an Accelerated Learning Program (ALP) option was created. ENG 101 English Composition I may be taken in conjunction with a graduation-credit bearing support course, ENG 109 Critical Thinking. ENG 109 Critical Thinking replaced the support course ENG 099 Writing Skills Seminar, allowing students to receive graduation credit for both English Composition and the support course early in a student's program of study. This new ALP course combination supports the two ISLOs of oral and written communication and critical thinking.

To support the development of academic English in non-native speakers, the college has nine credits of preparatory English Language Learner (ELL) classes. ELL 055 ELL Reading & Writing II is a six-credit course that provides instruction in reading and writing. ELL 075 Grammar and Editing II is a three-credit course focused on grammar. The college offers a noncredit Intensive English Program called the Intensive English Institute accredited by the Commission on English Language Program Accreditation (CEA). Middlesex is one of five community colleges globally to have this accreditation. In spring 2023, the Liberal Arts and Health Divisions received training on strategies for working with English language learners. ACE provides free tutoring and workshops supporting the development of oral and written communication in English. They also have a specialist who has an emphasis on supporting English Language Learners.

Middlesex students benefit from several agreements with community partners. Written agreements for partnerships involving outside resources ensure clear communication and expectations. The partnership agreement with the National Aviation Academy (NAA) provides opportunities for students to complete their Federal Aviation Association Aviation Maintenance Technicians certification at NAA and then complete their business and general education courses at Middlesex, culminating in an AS in Liberal Studies Aviation Maintenance Technology. This partnership is codified in an articulation agreement. Nursing has contractual agreements with Assessment Technologies Institute (ATI) for testing and professional development. Multiple health programs have an agreement with Examsoft for testing, and Trajecsys for student grading and data storage. Dental programs have a contract with Dentrix for patient management. Faculty support students' training and use of these programs, which are outlined in course syllabi and policies. The Health Division contracts with Castlebranch as a platform to collect and monitor health student health requirements. The nursing department contracts with ATI to provide learning tools and assessments with the goal of board exam preparation for all students. The college has an ongoing contract with Anthology Blackboard to provide learning management and assessment systems. This contract provides for the LMS to be delivered through the cloud, increasing system access and stability. For all contractual agreements, departments work with the director of procurement and contract administration to ensure proper agreements are in place before payments are issued.

Undergraduate Degree Programs

All associate degree programs are designed to give students a substantial and coherent education that includes the knowledge, skills, abilities, and habits of mind the faculty have determined as essential to each discipline as well as the broad knowledge conveyed in the general education requirements. Faculty determine the discipline-specific course requirements and program and course-level learning outcomes with input from experts in the field as well as faculty from transfer institutions. The FSA Curriculum Committee and the vice president of academic and student affairs provide oversight of requirements for associate degrees, certificate programs, and alignment with MassTransfer, a statewide program with a rigorous peer review process and transfer opportunities . All programs must adhere to established requirements for the degree

and for general education, which are vetted by the FSA Curriculum Committee and voted on by the FSA General Assembly. Program requirements for all degrees and certificates are published in the academic catalog.

The Commonwealth Honors Program (CHP) provides an equitable and inclusive experience for intellectually curious and motivated students to develop their fullest potential and enrich their college experience. In fiscal year 2022-23, MCC offered 44 CHP designated sections and served 335 distinct students in those sections. Through specialized seminars and opportunities, the program engages, supports, and mentors a diverse community of learners committed to academic achievement, critical and analytical thinking, creativity, research, professional development, community responsibility, and global citizenry. The program embodies the values described in the college's mission through its inclusive and equitable policies and practices, course content, and course offerings. Participation in the program prepares students for success at four-year institutions or when directly entering the workforce. The CHP promotes academic excellence and lifelong learning, empowering students to become productive and socially responsible members of their communities and global citizens. The program has a dedicated seminar room in the Bedford Campus Center which serves as a place for students to congregate when not in use as a Commonwealth Honors classroom.

General Education

The college has six ISLOs that form the outcomes of the general education program and embody the faculty's balanced definition of an education person. These include: 1) written and oral communication, 2) critical thinking, 3) quantitative literacy, 4) multicultural and global literacy, 5) social responsibility, and 6) personal and professional development. The General Education Core Curriculum consists of ENG 101 English Composition I and ENG 102 English Composition II as well as three credits each of humanities, social science, behavioral science, science, and math.

Core Curriculum General Education requirements are built into all associate degree programs and students seeking associate degrees must complete the entire core curriculum to graduate. Waivers of the general education requirements are not granted under any circumstance. AS degrees have a requirement of 21 general education credits (seven courses), reflecting a balanced and broad exposure to the disciplines. AA degrees have a larger general education component reflecting transfer requirements. The courses meeting the 21-credit general education core are indicated in the catalog. Students can see which ISLOs are met by any particular course in the course descriptions in the catalog, the schedule of classes in Banner and in their DegreeWorks academic maps.

Since 2014, faculty seeking to have their courses meet the general education core requirement are required to submit applications to the FSA General Education Committee describing how the course meets a minimum of three ISLOs, including how the broad institutional learning outcomes are contextualized to the specific course. They must also provide sample assignments and assessments. The FSA General Education Committee reviews and assesses student-created artifacts to ensure the courses are continuing to meet the ISLOs. The committee assesses each ISLO on an annual basis (reviewing each ISLO for two years) by collecting student work from general education courses through Blackboard Outcomes and assessing the student work using rubrics established for each ISLO.

The MassTransfer General Education Foundation is a collaboration between the Commonwealth's community colleges, state universities, and the University of Massachusetts establishing a general education block of 34 credits that transfer easily between state public higher education institutions, reduce duplication of credits, and minimize time to earn a bachelor's degree. Students completing the General Education Foundation (MassTransfer Block) will have satisfied general education requirements at any other public higher education institution, with the receiving institution able to add no more than six additional credits or two courses.

The Major or Concentration

Middlesex offers a program of study that provides students the opportunity to develop skills and knowledge in a variety of specific disciplinary areas beyond the introductory level by use of clearly articulated course sequences and outcomes. Course sequences are published in academic maps, which are created by faculty members and approved by division deans. These

maps are updated as necessary. New program maps must be approved by the Curriculum Committee and the FSA General Assembly.

In 2023, OCIL was established. This new department builds upon the college's successful biotechnology Learn and Earn program, which places students into paid internships while they take their academic classes. OCIL is part of a strategic vision for incorporating work-based learning and career-integrated learning into academic programs. Also in 2023, Learn and Earn programs were expanded to include information technology, engineering, and criminal justice. Revised academic programs are structured using career pathways for students to pursue well-paying work in their field of study while completing degrees part-time. By emphasizing high-quality and innovative instructional delivery and through thoughtful collaboration with faculty, students, and staff, this new office will support the strategic goal of providing students with career-integrated learning through a racial equity lens. This initiative has been supported by a $1 million grant from the one8 Foundation to expand these next generation experiences that integrate learning and work.

Transfer Credit

MCC's transfer policy is in alignment with Massachusetts Community College Transfer Principles. Transfer credits are accepted in courses where students earned a grade of C- or better from regionally accredited institutions and requisite transcript documents are provided. Middlesex requires 25% of program credits be completed at the college, therefore a maximum of 45 credits earned at other institutions may be applied to Middlesex associate degree programs. A minimum of 15 credits must be earned through coursework at Middlesex, including a minimum of nine credits completed in the field of specialization. A minimum of nine credits toward a certificate must be earned at Middlesex. Grades given for transferred courses are not computed in students' GPAs. The Registrar's Office coordinates with deans and department chairs on syllabi approval for transfer credit. All policies for students receiving Middlesex credit for academic work completed elsewhere are published on the college's website. The Massachusetts DHE publishes a course equivalency database that allows students to search for equivalent courses among Massachusetts public community colleges, state universities, and UMass campuses.

Middlesex facilitates student transfer to baccalaureate programs through transfer-focused degree programs, transfer advising, participation in and support of MassTransfer, and the development of articulation agreements. Students may transfer credit from all academic programs to transfer institutions. In 2016, the Commonwealth Commitment was created, adding additional benefits for students who complete the MassTransfer Pathways within two and a half years with a cumulative GPA of 3.0 or higher. Students accepted into the Commonwealth Commitment program will be eligible to receive a 10% discount off their tuition and fees, payable at the end of every completed semester, in the form of a cash rebate or voucher issued by their campus. Associate to Bachelor's (A2B) Maps guide students with course sequence recommendations and procedures to maximize their credits and reduce time to earning a bachelor's degree. Articulation agreements periodically evaluated for effectiveness, updated, and renewed.

Middlesex recognizes equivalent coursework in Massachusetts Chapter 74-Approved vocational technical education programs. These statewide articulation agreements as well as independent agreements with individual high schools provide students who qualify with a smooth transition to college. Students within two years of their high school graduation may apply articulated credit to any associate degree or certificate program that can accommodate the credit. Policies for transferring in high school credit into the college are published on the website.

Middlesex recognizes the Massachusetts Seal of Biliteracy as part of the DHE's equity agenda. The Massachusetts State Seal of Biliteracy is an award provided by the Commonwealth of Massachusetts recognizing public high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two languages by high school graduation. The goal is to help students recognize the value of their academic success and see the tangible benefits of being biliterate. The Massachusetts State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating high school senior and is a statement of accomplishment for future employers and for college admissions. This provides a noncredit to credit pathway for students by acknowledging linguistic equity by including all world languages. Students who earn the seal may be awarded nine-12 humanities credits.

Integrity in the Award of Academic Credit

All associate degree and certificate programs follow conventions of American higher education in terms of name, length, content, and level. The college publishes an annual academic catalog listing all programs and program requirements. Evidence of alignment with traditional conventions includes articulation agreements with public and independent institutions as well as participation in state-level transfer initiatives, as described above. Most degree programs require a minimum of 60 credits. Middlesex demonstrates restraint to some extent in allowing some academic programs (such as STEM, health, and education) to require additional credits due to the technical nature of the programs, external accreditation requirements, as well as requirements for licensing and transfer. All credit courses adhere to the Carnegie Unit for credit as stated in the college's credit hour policy. The policy states students are expected to spend a minimum of 45 hours of work for each credit per semester. The most common breakdown for one credit is one hour of class instruction and two hours of homework for 15 weeks each semester. Three-credit courses demand nine hours each week. In asynchronous online classes, faculty indicate in their syllabi student work meets the Carnegie Unit through expectations of academically engaged time.

The awarding of academic credit is consistent with NECHE policy. Course schedules are created to give students the chance to graduate within each program's published length. Students may access course schedules and register for courses through the website and through the myMCC student portal, often with the support of their academic advisor. Independent studies are offered if a course needed by a student to graduate is not offered in the necessary semester. Independent studies must be approved by the academic dean and the provost and must be designed to ensure the published course learning outcomes are met. Students must have a minimum 2.00 GPA and have earned a minimum of 12 credits to enroll in an independent study. A maximum of six credit hours may be taken as an independent study.

The college has a standardized course grading system that is consistently applied. All courses must have a published basis for grading and evaluating student performance. Graduation requirements are clearly stated in the academic catalog, on program webpages, and in DegreeWorks. Using DegreeWorks, students may audit their progress toward degree completion in real time, review options for required and elective courses, and create personalized academic plans. When students apply for graduation, their degree audits are reviewed to ensure program and institutional requirements have been met. No credit is awarded toward graduation for developmental courses completed, which is clearly evident within DegreeWorks. Academic progress and academic standing policies and procedures are clearly outlined on the college's website. This includes policies for academic warning, academic probation, academic suspension, course repeats, and fresh start. The appeal process for academic suspension is published to the college's website and in the academic catalog and student handbook which is contained in the catalog.

Experiential learning programs have demonstrable academic content. Numerous programs include internships, externships, practicums, portfolios, and capstone projects, all of which are associated with a credit course and supervised by faculty. Service-learning is a credit-bearing academic experience with students participating in an organized project meeting an identified community need. The academic component involves reflective assignments created by and assigned by the professor. Types of service learning include individual, project-based, and global service learning. Internships are embedded into approved courses. Internship sites must be approved by department faculty who are responsible for evaluating successful completion of internship work. Students requesting study abroad credits must submit an official syllabus, which is reviewed and approved by the division' academic dean.

Middlesex is committed to improving access and completion of credentials and degrees through recognition of existing knowledge and prior learning assessment leading to the award of academic credit, as stated in our strategic plan. The college has a dedicated credit for prior learning (CPL) coordinator who works with students, faculty, and the Registrar's Office to develop options, maintain standards aligned with NECHE policies, and ensure proper awarding of credits for prior learning. Policies, procedures, and limitations of CPL are published on the college's website. The CPL coordinator serves on a statewide prior learning assessment consortium that supports best practices among the community colleges and allows for opportunities to evaluate the effectiveness of the program.

All enrolled students are provided with unique accounts and passwords to access academic systems, including the myMCC student portal, email, Blackboard LMS, and Zoom video conferencing. Some college systems require two-factor authentication, requiring students to confirm access from a personal device such as a cellphone. The myMCC student portal is password-protected and allows access only to registered Middlesex constituents. The college's privacy policy explains the precautions taken to assure system security and privacy of personal information. The college's policy on educational records and transcripts describes privacy rights regarding access to information observed in accordance with the Family Educational Rights and Privacy Act (FERPA).

Online learning programs are integrated into the academic, administrative, and governance systems of the institution to ensure academic integrity. Students register for online classes using unique student identification numbers linked to all student records for billing, registration, and communications. Once registered, students receive access to their course through the Blackboard LMS and receive email communications from their instructors through their college email. Faculty utilize Blackboard functions such as discussion boards, video conferencing, assignments, journals, and groups to reduce instances of cheating. Examsoft is used by nursing, dental hygiene, and dental assisting faculty for proctoring exams as well as tracking outcomes data through item analysis. Paid student "Blackboard Ambassadors" provide technical and study skills support for online learners.

Dual enrollment programs are defined as high school students taking college courses for credit that also satisfy high school graduation requirements. Within this category, Middlesex offers an Early College Promise (ECP) pilot, two state-designated Early College programs, dual enrollment offerings to individual students, and concurrent enrollment opportunities for school districts. The ECP offers students at Lowell High School the opportunity for a full year of college classes funded by the state. The Early College programs offer students at Lowell High School and Nashoba Valley Technical High School the opportunity to take Middlesex classes for free through a state designated program, which includes curriculum pathways aligned to college majors and careers. Concurrent enrollment programs offer students the option to receive college credit for taking approved college classes taught at the high school by vetted and approved high school instructors. High school students can also enroll themselves in courses taught on one of the college's campuses or online by Middlesex faculty members.

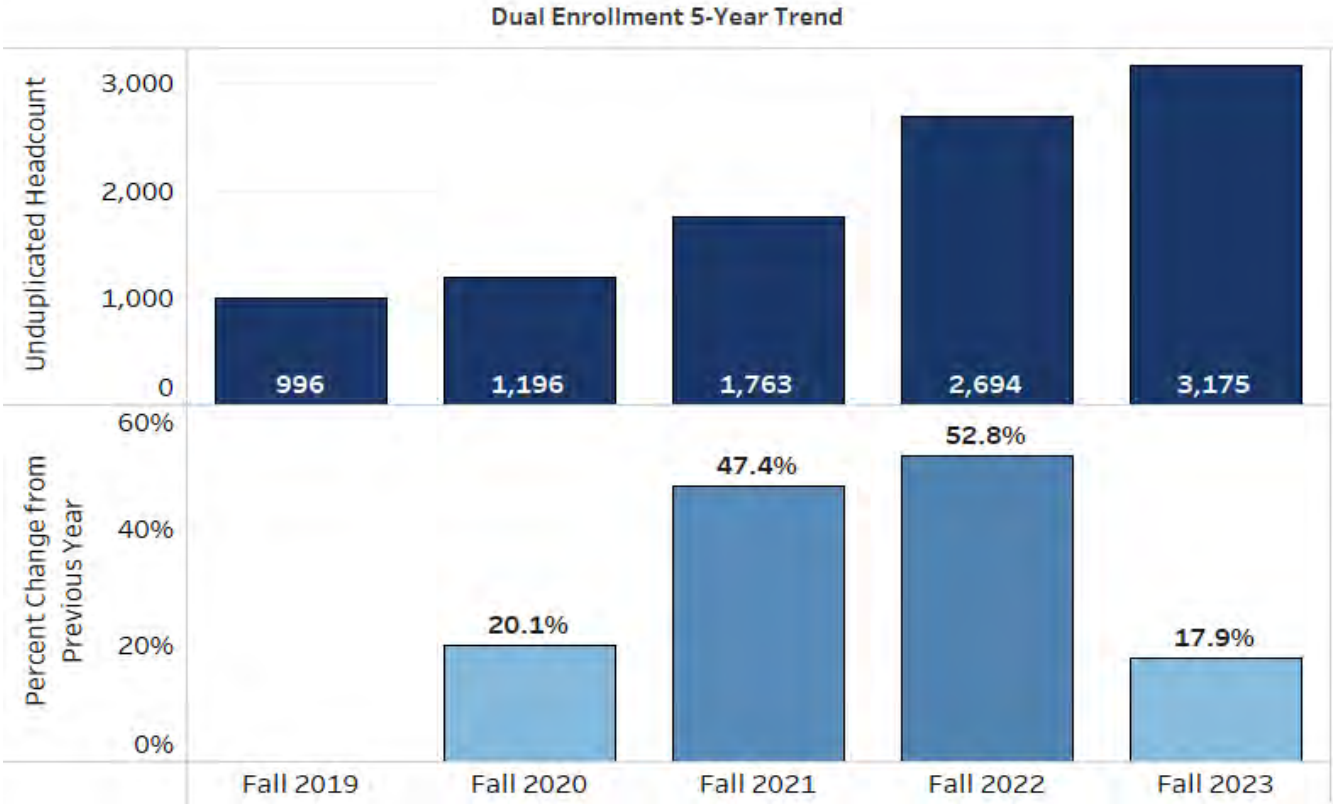
Table 4.2 - Coursetaking by Model - Early College Designated Program, Early College Promise, Concurrent Enrollment and Single Class Dual Enrollment

Dual Enrollment Program	2018-19	2019-20	2020-21	2021-22	2022-23
State Early College Program	28%	23%	23%	24%	31%
Early College Promise Program	-	-	< 1%	6%	5%
Concurrent Enrollment (school districts)	28%	37%	38%	47%	45%
Dual Enrollment (individual classes)	44%	40%	38%	24%	19%

ECP program is fully funded by the Massachusetts Department of Elementary and Secondary Education (DESE) Chapter 70 funding to Lowell Public Schools. The program allows students from Lowell High School to advance their studies by enrolling as full-time college students for a year while still receiving high school credit (they officially graduate at the end of the fifth "Promise" year). During this year, students have a supported transition into college, while their tuition, fees, school supplies, including textbooks and a personal laptop, are covered under the scholarship. Given that the ECP students are fully enrolled in Middlesex courses on campus, the college is fully responsible for the design, content, delivery, and evaluation of the program and courses taken by students in the program. To qualify for the ECP program, students must have earned early college credits by the end of the spring semester of their senior year, be on track to graduate from Lowell High School at the time they apply, and aspire to be enrolled full-time for at least one full year after they earn their high school diploma. To ensure that participating students can dedicate sufficient time to their coursework and college life, advisors recommend that they plan to work no more than 18 hours per week during the school year.

The K-16 Partnerships division currently partners with more than 30 high schools and served more than 3,175 students in fall 2023 (see workroom document of current high school partners). Partner school districts are intentionally selected to recruit historically underserved students and provide opportunities to complete college coursework on clear pathways, exposure to career opportunities, and wrap-around student support. As a result of this strategy to increase both access and support, students of color in the dual enrollment program have drastically increased over the last five-years with a 486% percent increase for Asian/Pacific Islander/Native Hawaiian, 532% percent increase for Hispanic/Latino, and 368% increase for Black/African American dual enrollment students. Early college students are expected to complete a minimum of 12 credits before high school graduation. Many students earn 20 credits or more, some even complete their associate degree before high school graduation.

Table 4.1



The number of concurrent/dual/early college students has grown significantly (+219%) over the past five years from 996 in fall 2019 to approximately 3,175 in fall 2023. The college tracks dual enrollment student completion rates and disaggregates data by a variety of measures including race and gender. The dual enrollment completion rate (Grade of C or better) in 2022- 2023 was an impressive 92%.

Table 4.3 - Credit Hour Success Rate in each Dual Enrollment Program (Credit Hours of C- or higher / Attempted Hours)

Dual Enrollment Program	2018-19	2019-20	2020-21	2021-22	2022-23
State Early College Program	93%	96%	92%	92%	90%
Early College Promise Program	-	-	100%	73%	79%
Concurrent Enrollment (school districts)	97%	99%	97%	96%	97%
Dual Enrollment (individual classes)	91%	89%	88%	85%	87%

Total Dual Enrollment Success Rate	93%	94%	92%	91%	92%

The K-16 Partnerships team collaborates with Admissions and Enrollment to manage the admission and registration process for all concurrent, dual, and early college students. The college has strong relationships with high school partners to support and increase dual enrollment offerings. All concurrent/dual/early college students have access to academic and student support services both virtually and in-person.

Resumes of potential faculty to teach Early College or dual enrollment classes are vetted by the academic department chair. Instructors are only hired to teach dual enrollment and early college courses if they meet hiring requirements established for all Middlesex adjunct faculty. The college provides opportunties for joint professional development experiences for mentors and high school concurrent teachers. Syllabi for early college, dual enrollment, and concurrent enrollment courses are reviewed by Middlesex academic department chairs to ensure the common course description, common course learning outcomes, and academic rigor are evident. Instructors are provided with faculty mentors who teach in the discipline (often department chairs). The syllabus must meet the contractual Course Materials Checklist requirements.

Every concurrent enrollment course has an Anthology Blackboard shell for instructors and registered students to access. All approved instructors and their students have access to the college's online platforms, student support services, library services, and collegewide events and activities. Instructors provide student progress checks throughout the semester and support services are provided accordingly. The K-16 Partnerships team has access to Navigate to share mid-term progress or alerts with partner high schools. Each semester, final grades are reviewed to ensure students are maintaining the minimum 2.0 GPA. When students fall below this requirement, it is communicated to the student and partner high school. The K-16 Partnerships team evaluates completion data for each partner high school to track annual student success (see table 4.4).

Middlesex offers many different academic terms, including traditional 15-week fall and spring semesters and two eight-week Mini-mesters, and a three-week term in January overlapping the spring and fall. Three summer terms (two five-week terms and one eight-week term) are offered. Separate terms are offered specifically for the Academy of Health Professions and the evening nursing program to meet the needs of these externally accredited career programs. All courses have the same learning outcomes and adhere to the Carnegie Unit no matter the length of the term.

Middlesex is proactive in its efforts to prevent scholastic dishonesty. Faculty and administration work in concert to inform students early about what it is, how it is discovered, and the potential consequences. Academic integrity is defined on the dean of students' webpage. New Student Orientation includes both online and in-person attention to the subject and faculty members' syllabi set expectations for each course. The Student Handbook and a statewide Code of Conduct sets clear expectations for student behavior, including describing student rights and responsibilities as well as describing various forms of academic dishonesty, including plagiarism. What's more, the college has developed a statement regarding the use of generative Artificial Intelligence (AI) in teaching and learning to guide students and faculty toward ethical uses of the new technology.

Middlesex recognizes the faculty member's right to manage their classes, including addressing concerns directly with students. Faculty may choose to act in accordance with their course policies outlined in their syllabus or collaborate with a conduct officer to investigate and impose sanctions. Faculty are provided with training on how to set up exams and assignments and use available tools to hinder cheating. Faculty are provided with a Small Incident Form to report concerning student behavior, including incidents of academic dishonesty. This form is part of a larger strategy to provide supportive resources for students and avoid creating a permanent record of behavior. In the event where a failing grade will impact a student's status in a program, an official investigation is required. Students have a voice in the process which is designed to be educational in nature. The grievance procedure for students is published on the dean of students' webpage. Middlesex partners with the Integrity Seminars when egregious or repeated plagiarism occurs to provide individualized guidance and intervention.

Middlesex considers all instructional modalities to be part of the academic program and faculty teaching online, hybrid, or HyFlex are the same faculty teaching on campus. They follow the same college and departmental policies and are members of the same academic departments as faculty teaching on campus. Online learning adheres to the CBA and local agreements with the MCCC union regarding distance education. All instructors are required to submit a syllabus to the dean or department chair to verify the contractually agreed upon components are included. Faculty who teach courses online include their course communication policies and procedures including methods for students to make contact in course syllabi. Contact methods include email, telephone, as well as messaging within the Anthology Blackboard LMS and Zoom. Faculty also initiate interaction with students through direct instruction, providing feedback on students' work and answering questions. Full-time faculty are required to provide students with four office hours per week. Faculty teaching online are contractually allowed to hold a portion of their office hours online using Zoom. Instructional supervisors review course syllabi and new online courses for assurance of effective communication policies as well as office hours for full-time faculty. Student concerns about sufficient contact with faculty are referred directly to the academic dean or department chair.

In 2020, faculty developed 456 new online courses in response to the pivot to remote instruction during the COVID-19 pandemic. Rather than continue the emergency remote courses that were adapted in spring 2020, the college invested significant resources into supporting the development of fully online courses. Faculty members were provided with instructional design support in the form of workshops and individual consultations. Faculty who had never developed an online course were matched with an experienced faculty mentor. All new online courses were approved based on adherence to an abbreviated version of the Quality Matters Checklist. All online courses must meet the MCCC Union Memorandum of Agreement of Distance Education and other requirements dictated by the Day CBA. The agreement requires online courses to adhere to a Distance Education Course/Instructional Materials Checklist, which includes a description of teaching procedures, criteria for evaluating student performance, and an interaction plan.

Online Orientation is available for students taking classes in all locations and all modalities to orient them to the college, its services, and resources. Additional information explaining online modalities of learning, how online courses are structured, and other frequently asked questions are available on the website. ACE supports students in all instructional modalities, with some services offered specifically for online learning. Supplemental Instruction (SI) leaders are students who have completed a class with a B+ or better and have been recommended by faculty. They attend classes, offer group study sessions, and provide one-on-one tutoring. SI Leaders are available in specific barrier courses in all instructional modalities. Blackboard Ambassadors are students enrolled in Anthology Blackboard LMS course shells for the first four weeks of the semester to support both faculty and students in navigating the online environment and understanding course expectations. Embedded tutors are students who have completed the class with a B+ or higher and have been recommended by faculty to work closely with the students in English classes, attending class sessions and offering one-on-one or group tutoring sessions. Embedded and peer tutors integrate effective study and learning strategies as well as provide next steps to help students become successful, independent learners.

IR maintains dashboards of completion rates allowing faculty and staff to disaggregate data to make program improvements, measure the efficacy of new programs and interventions, and support the equity mission. For instance, in fall 2023, the overall completion rate for all courses was 79%. The completion rate for online asynchronous courses was 74%, or five percentage points lower. While it is typical for courses taught through mediated instruction to have a slightly lower completion rate, the 5% discrepancy is a concern that the college must address given the significant increase in the number of online classes offered.

Table 4.4 Fall 2018 – Fall 2023 Success Rates by Instructional Modality/Campus/Day or DCE

Instructional Modality	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Lecture	79%	97%	86%	87%	82%
Lecture & Lab	86%	98%	83%	85%	82%
Hybrid	77%	84%	74%	78%	80%
HyFlex	-	-	-	69%	73%

Online Asynchronous	74%	75%	72%	72%	74%
— Asian	73%	75%	73%	71%	74%
— Black/African American	66%	67%	64%	63%	66%
— Hispanic/Latino	67%	70%	64%	66%	68%
— White	78%	78%	77%	77%	78%
— First Generation	72%	75%	72%	71%	73%
— Pell Eligible	73%	74%	71%	70%	70%
Online Synchronous	-	-	71%	73%	75%
Practicum	95%	92%	91%	89%	92%
College Total (any modality)	79%	78%	76%	79%	79%
— Asian	79%	78%	77%	80%	81%
— Black/African American	73%	70%	69%	71%	71%
— Hispanic/Latino	73%	72%	69%	73%	73%
— White	82%	81%	81%	82%	82%
— First Generation	77%	76%	75%	76%	76%
— Pell Eligible	75%	75%	72%	73%	74%

The online course completion rate is further problematized when the data is disaggregated by race and ethnicity. The data for Black/African American students shows an overall completion rate of 71% and an online completion rate of 66% (five percentage points lower). For Latinx students, the data shows an overall completion rate of 73% and an online completion rate of 68% (five percentage points lower). The data for Asian students shows an overall completion rate of 81% and an online completion rate of 74% (five percentage points lower).

Appraisal

MCC faculty, staff, and administrators have demonstrated agility in responding to challenges to meet students' needs. Evidence of the college's responsiveness to changing conditions includes innovations in course delivery, substantial growth in high school partnerships, growth of online learning and flexible schedule options, and alignment with regional workforce needs including the MA Regional Workforce Skills Blueprints.

Middlesex invests heavily to sustain and improve its academic programs. For example, Engineering programs were supported through equipment purchases, including 3D printers, CNC machines, and mechanical testing devices, to outfit a new engineering lab. Support of the biotechnology Learn and Earn program allows students to work in their field at a high salary while continuing their education. In summer 2020, to prepare for the substantial increase in online courses and ensure all programs meet or exceed the basic quality standards of the institution, the college invested approximately $1.5M in stipends and reassigned time to support faculty professional development and instructional design.

An example of the college's agility in meeting workforce needs is the development of new micro-credentials to provide short-term education and training for working adults to gain in-demand workforce skills. Vetted by program advisory boards, micro-credentials provide specific knowledge and skills in the region's fastest growing industries such as business, health, communications, and public service. The college accepts the U.S. Department of Education's Common Education Data Standard definition of a micro-credential as a "credential that addresses a subset of field-specific knowledge, skills, or competencies; often developmental with relationships to other micro-credentials and field credentials." All credit courses that are part of any program, including certificates and micro-credentials, include course-level student learning outcomes which are published in the college catalog and stated on course syllabi. Students earning micro-credentials are awarded digital badges using the Credly online badging system in addition to transcripted credits. Micro-credentials consist of existing credit courses bundled into short-term certificates. They are composed of credit-bearing courses and taught by the college faculty and

adhere to the same level of quality regarding instruction and assessment of student learning outcomes as all other programs, despite their short-term duration and specific focus. These credentials are stackable into existing college certificates and degrees.

An example of Middlesex's ability to respond to workforce needs is the creation of the Mental Health Peer Support Certificate. In January 2023, the DHE, in collaboration with the Department of Mental Health, issued a call for the development of short-term job training programs for peer support workers due to a shortage in human service agencies. The college quickly responded by collaborating with Lowell House and Lowell Community Mental Health Center to pilot a new certificate program. Program development, Curriculum Committee review, and recruitment all took place between January and March 2023, with the first cohort of 10 students beginning coursework on March 27, 2023. This nimble program development is key to serving the needs of our community.

In 2021, MCC received a sub-award for a grant received by UMass Lowell from the Office of the National Coordinator to create a pipeline to enhance the public health IT workforce in the Merrimack Valley. Through this grant, MCC established three new courses which created both a micro-credential in Public Health Informatics and Technology (PHIT) and a new liberal studies concentration in PHIT (PHO 101 – Introduction to Public Health; PHO 102 – Health Information Technology; PHO 103 – Introduction to Public Health Informatics and Information Systems). These three courses were developed and launched in fall 2023 and will be repeated again in spring 2024. These courses are being offered for free through the course of the grant, FY 23-26, since grant funds are providing course development and faculty salary funds. In fall 2023, these courses enrolled to near maximum capacity. Each student who completes the three courses will receive the PHIT micro-credential. Students who complete the AS in Liberal Studies with PHIT concentration will be able to transfer to UMass Lowell as juniors into their PHIT BS degree.

With the reinvention of career services into OCIL, students experience embedded career-integrated learning across the curriculum. The quickly growing Learn and Earn program allows students to gain experience in their field while taking classes part-time. To date, programs have been developed in IT, CAD, and Biotechnology, with one additional program planned for 2024. The department has gone from two biotechnology employers in fall 2020, to five biotechnology employers and two engineering/CAD employers, and one IT employer. Since the establishment of OCIL in October 2022, the office has expanded to six people. In collaboration with IR, OCIL developed a survey to assess the impact of high impact career experiences and their post-college workforce transitions. Results will be used to assess the impact of the career-integrated learning model, equitable access to foundational career services, and overall student post-college transition success markers. As part of the implementation of the strategic plan, OCIL has been tasked with integrating career education and related services into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Strengths of OCIL include the structured L&E experience allowing students to take classes while working in paid positions and the personalized guidance and support. Challenges will involve bringing this high-touch model to scale.

In support of the work of OCIL, the college has been exploring replacing certain Academic Program Advisory boards with the Business and Industry Leadership Team (BILT). The BILT model extends the role of the traditional advisory board from providing occasional passive feedback to ongoing and active curricular input and collaboration with the academic program.

Assuring Academic Quality

Since 2020, some program reviews have been delayed and are off cycle. For example, the AA in Liberal Arts and Sciences Mathematics Concentration was due to be reviewed in fall of 2021, however, due to COVID-19, the review was not completed. Since that time, the degree has been revised to be an AS in Mathematics and will be reviewed by fall 2025. The AA in Liberal Arts and Sciences Concentration in Creative Writing was begun in 2020 and was not completed until fall of 2023. Academic deans have prioritized getting all academic programs back on a regular five-year program review cycle (See Workroom document "Program Review Schedule").

The college's commitment to equitable outcomes for all students is evident in assessment anchored in shared governance, extensive faculty development, and accessible data dashboards that disaggregate outcomes data for minoritized students. Assessment efforts have been strengthened by using Blackboard Outcomes for norming and scoring student artifacts.

IR developed data dashboards to assess efforts in improving retention, persistence, completion, and graduation rates. The dashboards allow for multiple points of disaggregation, such as race, ethnicity, gender, first generation status, Pell grant eligibility, program of study, and enrollment intensity. For instance, an Early Momentum Metrics dashboard provides data on students' first semester outcomes. Success rates of courses offered in Mini-mesters (condensed schedules of eight weeks) are periodically tracked and reviewed to assure quality and student success.

Undergraduate Degree Programs

Faculty developed and implemented academic maps for all degree and certificate programs. Success of the maps and the Academic Pathways program is evident in the decline in Liberal Studies majors due to advisement into specific majors. Between fall 2019 and fall 2020, there was an 18% decline in Liberal Studies majors (from 1,042 to 857) allowing students to start taking courses in their major early in their degree. Still, academic maps are based on a 15-credit course load, which does not represent the majority of Middlesex students. In fall 2023, only approximately 20% of students study full-time.

Regarding developmental education, the revised ALP co-requisite model provides students with the academic support to succeed in college-level English and reduces the number of required developmental courses. This new model needs to be assessed for efficacy since it was put into place during the disruption of the COVID-19 pandemic. The college is actively seeking to develop and expand a similar model in mathematics with the goal of achieving scale by 2027.

The results of the ECP program have demonstrated the effectiveness of the advising/support model. The cohort was 90% students of color, and 100% from low-income backgrounds, and earned over 900 credits total at no cost to themselves or their families. The 30 participants earned an average of 30 college credits each during the year, well above the average for first-year community college students. Of the 2022-2023 ECP cohort, 80% planned to continue with their education at Middlesex after their ECP year, with 6% planning to transfer to another higher education institution and 3% entering the workforce full-time.

Recognizing the need to serve our incarcerated population, in AY 23-24 the college began a partnership with the Middlesex County House of Corrections to develop a Pell-eligible Prison Education Program (PEP) with the goal of launching an Entrepreneurship Certificate by fall 25.

General Education

The FSA General Education Committee led the revision of the general education program in 2012-2013 as the college transitioned from courses with embedded values (inputs) to ISLOs (outputs). Courses from general education disciplines applied for general education status by demonstrating evidence of meeting at least three ISLOs. The General Education Committee continues to approve courses to meet the general education requirement. The committee assesses each of the ISLOs on an annual basis (reviewing each ISLO for two years) by collecting student work from general education courses through Blackboard Outcomes and assessing student work using rubrics established for each ISLO.

The General Education Committee has recognized that ISLO assessment needs to continue to be improved. Due to a low number of artifacts submitted from across general education disciplines and the lack of representation of the subskills of each ISLO, a comprehensive picture of students' achievement of ISLOs is lacking. For example, in AY 22 and AY 23, the General Education Committee assessed the Personal and Professional Development ISLO. Faculty reviewed 372 artifacts using the rubric for Personal and Professional Development and determined that students were achieving at an acceptable benchmark rate (close to 2.0) with results similar when disaggregated by race and gender. But, problematically, the majority of submissions were from a small number of disciplines (primarily math and interdisciplinary courses), with only on certain rows on the rubric reviewed. The committee recognizes that more can be done to close the assessment loop, such as more

assignment redesign, faculty development, and integration into department work. To this end, in spring of 2024, the provost sent a team representing members of the General Education Committee, faculty from general education disciplines, and the dean of liberal arts to the AACU Conference on General Education, Pedagogy, and Assessment to develop plans for strengthening general education assessment and assignment design.

The Major or Concentration

Middlesex is confident in its offering of effective degree and certificate programs providing transformational education opportunities in which students develop basic academic skills, general education knowledge, and discipline specific capabilities for entry into careers or transfer. Faculty experts lead the curriculum development process and approval by FSA maintains high quality and relevance. Awarding of credit is a multi-step process passing through multiple departments with decision-making bodies up to the provost ensuring quality control. Transfer programs align closely with MassTransfer policies and procedures and create seamless transfer pathways for students. In fact, Middlesex and UMass Lowell constitute the largest transfer dyad in the state of Massachusetts public higher education system. The college is pleased that, on average, students complete their academic programs within 1.5x the program length. See table 4.5 below.

Table 4.5 - Time to Degree (Years) from Initial Declaration in the Program

	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Associate Degree	2.8	2.8	2.7	3.0	2.9
Certificate: 1-29 Credits	1.2	1.9	1.4	2.0	1.4
Certificate: 30-59*	0.6	0.9	0.8	0.7	0.8

*Over 85% of the students in certificates with credit hours greater than 30 are in Dental Assisting; students entering into Dental Assisting have special admissions requirements and a two-semester pathway that includes clinical practicums.

Transfer Credit

Middlesex continues to be in alignment with the state MassTransfer policies and has taken steps to improve its acceptance of transfer credit. In November 2018, FSA voted to accept C- as the minimum grade for transfer credit to be more consistent with other Massachusetts public higher education institutions and to align with our equitable student success mission. To increase recognition of credit earned at other institutions, the coordinator of transfer credit and degree completion negotiated with the DHE to change state-level transfer policy by addressing “dangling credits.” For example, a student transferring a four-credit course from Framingham State University would be credited with the equivalent three-credit course at Middlesex, with the student losing one credit. Under the new negotiated and approved process, the “dangling credit” is applied to program elective requirements. Both transfer credit policies reflect the college’s commitment to equitable student outcomes by reducing costs to students, maximizing credits, and contributing to earlier student graduation.

Integrity in the Award of Academic Credit

Middlesex students have many course modalities and schedule options to choose from to fit their learning needs. Students may enroll in courses offered face-to-face, asynchronous online, synchronous online, hybrid, HyFlex, delivery with traditional semesters, eight-week Mini-mesters, three-week intercession, and a variety of summer terms. Micro-credentials provide specific knowledge and skills in a short period of time and are indicated by a digital badge allowing students to display skills for potential employers. While options increased greatly as result of the college’s response to COVID-19, these modalities continue to meet students’ needs for flexibility. In fact, enrollment in Mini-mester courses increased from fall 2022 to fall 2023 (Mini-mester I 5.7% and Mini-mester II 18.5%) totaling 6,392 credits constituting 11.5% of fall 23 enrollments demonstrating their increasing popularity. In all modes and in all schedules, the same quality standards are met regarding credit hours and course learning outcomes. All courses are taught by Middlesex full-time and part-time faculty and governed by the same oversight.

Still, the dramatic increase in online learning forced by the pandemic has created new challenges. Online course completion rates trail those of on-campus courses with greater gaps for students of color. Faculty are concerned with the dramatic growth of AI and its impact on academic honesty across modalities. The FSA Technology Committee is actively discussing challenges and opportunities in the use and direction of the college's academic technologies and makes recommendations to administration. In response, the college is actively increasing its support for online and technology-enabled learning and professional development for faculty around AI.

The college is confident in its process for identifying the need for new online courses. Departments provide input to academic division deans who consider input, review the schedule, and recommend new course developments based on scheduling need and student demand. Requests are prioritized by the provost. The college dedicates $60,000 per year to the development of new online, hybrid, and HyFlex courses. Faculty are compensated at $500 per contact hour by local agreement for development of adaptation of a course to a distance modality and work with the director of academic technology & distance learning and an instructional designer on the development of courses in order to take advantage of the most relevant tools and pedagogies. There were 36 new online sections developed in AY 24. Faculty are supported through their course development process by individual consultation and group professional development workshops. Final course quality assurance is made by the director by reviewing the course against the Quality Matters rubric.

Recognizing well-established research demonstrating that dual enrollment students (including first-generation students and students of color) are more likely to finish high school, persist in postsecondary education, and accumulate college credits, Middlesex has invested substantial resources towards high school partnerships and doubled high school student participation over the past five years (219%). Just as Massachusetts as a whole has increased the number of students, (including students of color and economically disadvantaged students) taking advantage of dual enrollment and early college opportunities, Middlesex has seen impressive results from this strategy, as described above.

Projection

- By spring 2025, under the supervision of the provost and academic deans all academic departments will review disaggregated success data in online courses and implement improvements.
- By 2027, under the supervision of the Provost, will work with academic departments to expand career related experiences including apprenticeship degrees.
- By 2027, under the supervison of the Provost, the OCIL will add 8 additional Learn and Earn programs.
- By 2029, the college will have explored and implemented BILT in certain career programs, replacing advisory boards.
- Based on ATD data and Massachusetts DHE guidelines, under the supervision of the provost, dean of STEM, and department chair of mathematics, the number of co-requisite developmental math sections will increase with scale achieved by AY 27.
- The General Education Committee will continue to review ISLOs in light of the revised college mission and work to increase representation of artifacts submitted for assessment across disciplines.
- The provost and academic deans will update the program review cycles with all academic programs on a five-year cycle starting by spring 25.
- By fall 2024, the college will submit a substantive change to NECHE to establish a PEP with the Middlesex County House of Corrections.

(Summary - Degree-Seeking Enrollment and Degrees) Fall 2023								
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	1,132	0	0	0	0	0	0	1,132
Main Campus PT	1,276	0	0	0	0	0	0	1,276
Other Principal Campus FT	0	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Distance education FT	362	0	0	0	0	0	0	362
Distance education PT	1,673	0	0	0	0	0	0	1,673
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
Unduplicated Headcount Total	4,443	0	0	0	0	0	0	4,443
Total FTE	2,744.00	0.00	0.00	0.00	0.00	0.00	0.00	2,744.00
Degrees Awarded, Most Recent Year	745	0	0	0	0	0	0	745

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
FTE Definition: Total Credit Hours Attempted divided by 15 Sources: Enrollment is as of fall 2023 census as reported to Massachusetts DHE. Census occurs on October 15th. Awards are as of July 1st, 2022 through June 30, 2023 as reported to Masschusetts DHE.

Standard 4: The Academic Program (Summary - Non-degree seeking Enrollment and Awards) Fall 2023							
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Title IV-Ineligible 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	0	114	0	149	1,132	1,281
Main Campus PT	64	6	3,120	0	3,190	1,276	4,466
Other Principal Campus FT	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0
Distance education FT	9	0	24	0	33	362	395
Distance education PT	70	31	364	0	465	1,673	2,138
Correspondence FT	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0
Unduplicated Headcount Total	178	37	3,622	0	3,837	4,443	8,280
Total FTE	95.00	9.00	823.00		927	2,744.00	3,671.00
Certificates Awarded, Most Recent Year	167	5	0	0	172	745	917

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

Fall 2021 Enrolllment. Will be updated to Fall 2023 data for final report in January 2024. Degrees awarded is fiscal year 2021. Will need to be updated with fiscal year2023 graduates in November of 2023.

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)						
Program Name	Number of credits*	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Next Year Forward (goal) Fall 2024
Certificates						
Addictions Counselor Program	29	32	28	32	25	26
Advanced Cybersecurity Cert	17			1		0
Arts Administration Certificat	18				1	1
Biotechnology Technician Cert	29	21	19	18	15	17
Children's Behavioral Health	19	2	1			0
Computer Aided Design Day	24	1	1			0
Computerized Accounting	27	3	4	5	4	4
Culinary Arts Certificate	27	4	7	5	11	11
Cybersecurity Operations Cert	16			4	1	1
Dental Assisting Certificate	36	15	11	9	17	18
Dental Lab Tech Certificate	28	6	1	5	1	1
Dir Supp Cert in Human Service	22	11	7	1	3	3
Early Childhood Asst. Teacher	10	6	30	18	34	35
Early Childhood Education Cert	24	22	7	6	1	1
Early Childhood Leadership Cer	25	2	13	4		0
Energy Utility Technician Cert	28		1			0
Engineering Tech CAD Cert.	24	6	5	4	8	9
Engineering Tech Machining Cer	27	2	2		1	1
Entrepreneurship Certificat	16	7	8	7	3	3
Graphic Design Certificate	27	8	9	9	3	3
Hospitality Management Cert	27	2	1	2	4	4
IT Cyber Security Entry Cert	27	20	6	1	2	2
Launch Your Business Cert	16	1	8	3	2	2
Medical Assisting Certificate	29	13	25	9	12	12
Medical Billing Coding	21	20	14	11	11	11
Mental Health Peer Support Cer	16				2	2
Networking User Support Cert	17		7	9	9	9
Paralegal Studies Certificate	27	27	40	26	31	32
Phlebotomy Certificate	16	15	13	19	9	9
Studio Art Certificate	30	3	2	1	4	4
Technical Theatre Certificate	18	1	2		1	1
Travel Services Mgmt Cert	27	1		1		0
Subtotal:		251	272	210	215	225
Associate Degrees						
Biology Transfer AS	63	167	148	124	136	141
Biomedical Engineering	68	10	12	17	29	30
Biotechnology Technician	66	109	168	161	137	151
Business Admin-Accounting	61	79	63	50	53	55
Business Admin-Career	61	124	119	97	115	120
Business Admin-Marketing	60		1			0
Business Admin-Transfer	63	568	464	424	419	436
Business Entrepreneurship AS	60	39	52	56	55	57
Chemistry Transfer AS	61	19	14	12	17	18

CJ - Administration of Justice	60	3				0
CJ - Law Enforcement	61	82	51	13	5	5
Communication Career Option	60	18	18	16	28	29
Communication Concentration	61		2			0
Communication Transfer	60	44	37	53	40	42
Computer Forensics	60	11	12	9	10	10
Computer Science Transfer	60	217	178	188	230	239
Computer ScienceSecureSoftware	60	41	36	34	23	24
Creative Writing Concentration	61	18	18	25	27	28
Criminal and Social Justice	61	134	90	112	131	136
Criminal Justice	60	5		3	1	1
Culinary Arts	61	14	17	17	15	16
Dental Assisting	60	3	1		1	1
Dental Hygiene	75	42	48	46	45	47
Dental Laboratory Technology	69	8	16	16	13	14
Diagnostic Medical Sonography	68	26	27	24	26	27
Early Childhood Ed Transfer	62	77	78	105	131	136
Early Childhood Education	60	60	32	23	15	16
Elementary Education	62	74	59	57	55	57
Engineering Science Chemical	70	14	14	12	21	22
Engineering Science Civil/Env	68	49	35	44	36	37
Engineering Science Electrical	69	67	62	54	75	78
Engineering Science Mechanical	68	128	103	94	85	88
Engineering Science Transfer	62		1		3	3
Engineering Technology CAD	60	38	38	40	34	37
English Literature Concen.	61	30	19	12	9	9
Fashion Merchandising	61	26	31	20	13	14
Fine & Perf Arts - Music	61	12	11	10	11	11
Fine & Perf Arts- Theatre	61	11	11	12	14	15
Fine & Perf Arts-Fine Arts	61	18	13	16	4	4
Fire Protection & Safety Tech	61	54	61	43	37	38
Global Studies Concentration	61	2	1			0
Graphic Design	60	70	77	78	63	66
Health Care Admin Degree	60	117	86	62	49	51
Health Science Career	60	6	4	1	6	6
Health Science Transfer	60	7	2	1	2	2
Hospitality Management	62	35	21	24	12	12
Human Services	61	55	40	36	32	33
Human Services Transfer	62	45	39	31	25	26
Inform. Tech. Cyber Security	60	74	89	95	96	106
Lib Arts HistoryPoliticsGlobal	62	49	49	55	57	59
Liberal Arts - World Languages	61	21	15	21	15	16
Liberal Arts and Sciences	61	561	516	413	336	349
Liberal Studies	60	851	916	899	1,013	1,064
Liberal Studies Paralegal	60	21	23	26	24	25
Liberal Studies, Public Health	62				7	7
Life Science Concentration	66	35	13	4	1	1
LS Aviation Maint. Technology	60	5	7	6	11	11
LS Environmental Health	63	8	5	2		0
LS IT General Studies Conc	65		1	1		0

LS IT Transfer Conc	67	1	1	1		0
LS Paralegal Studies Transfer	61	17	20	15	26	27
Math Transfer AS	63	9	14	14	13	14
Math Transfer Liberal Arts Sci	63	10	6	3	2	2
Medical Laboratory Technician	72	34	24	33	33	34
Networking and User Support	62			20	34	35
Nursing Day	69	106	86	83	87	90
Nursing Evening	69	75	68	70	60	62
Office Systems & Admin	61	8	5	3	3	3
Performing Arts - Music Conc	60	16	7	4	13	14
Performing Arts - Theatre Conc	60	10	15	5	11	11
Physical Science Concentration	67	4	1			0
Psychology Concentration	61	269	283	241	216	225
Radiologic Technology	71	38	31	29	33	34
Social Science Concentration	62	1	1	1		0
Studio Art	60	21	32	32	34	35
Visual Arts	61				5	5
Visual Design Career	60				5	5
Visual Design Transfer	61				20	21
Subtotal:		5,020	4,658	4,348	4,443	4,647
Baccalaureate Degrees						
n/a	0	0	0	0	0	0
Subtotal:		0	0	0	0	0
Undeclared/Dual Enrollment Students						
Undeclared	0	1,613	2,204	3,212	3,622	3,767
Subtotal:		1,613	2,204	3,212	3,622	3,767
Total Undergraduate		6,884	7,134	7,770	8,280	8,639

Please enter any explanatory notes in the box below
Source: Enrollment is as of fall census as reported to Massachusetts DHE. Fall census occurs on October 15th. Projections: 10% increase in OCIL supported Learn & Earn programs; 5% increase in Liberal Studies due to state last-dollar grant opportunities; 4% increase in undeclared students due to dual enrollment trends; and 4% increase in all other programs based on post-pandemic trends.

Standard 4: The Academic Program (Headcount by GRADUATE Major)						
	Number of credits*	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Next Year Forward (goal) (Fall 2024)
Master's Degrees						
n/a		0	0	0	0	0
Subtotal:		0	0	0	0	0
Doctorate Degrees						
n/a		0	0	0	0	0
Subtotal:		0	0	0	0	0
First Professional						
n/a		0	0	0	0	0
Subtotal:		0	0	0	0	0
Other; specify						
n/a		0	0	0	0	0
Subtotal:		0	0	0	0	0
Total Graduate		0	0	0	0	0

Please enter any explanatory notes in the box below
Middlesex Commuity College does not offer graduate level courses or programs of study.

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy) Credit Hours Generated By Department or Comparable Academic Unit					
Class Subject/Department	3 Years Prior FY 2020	2 Years Prior FY2021	1 Year Prior FY 2022	Current Year FY 2023	Next Year Forward (goal) FY 2024
Undergraduate					
Academy of Health Professions	816	596	573	673	700
Advanced Manufacturing	114	0	0	0	0
Anthropology	1,347	1,062	873	795	827
Art and Design	3,769	2,929	3,197	3,060	3,182
Biology	13,988	14,250	13,552	12,702	13,210
Biotechnology	829	1,107	1,175	1,128	1,184
Business Administration	8,248	6,920	5,994	6,167	6,414
Chemistry	3,920	4,232	4,036	4,148	4,314
Communications	3,612	2,870	3,122	3,712	3,860
Computer Aided Design	762	573	453	492	517
Computer Applications	2,028	1,434	1,551	1,332	1,372
Computer Science	2,628	2,620	2,403	2,541	2,643
Criminal Justice	1,638	1,539	1,041	1,020	1,061
Dance	93	78	12	0	0
Dental Assisting	374	323	249	164	171
Dental Hygiene	1,131	1,060	1,170	1,118	1,163
Dental Laboratory Technology	314	186	286	354	368
Diagnostic Medical Sonography	593	597	592	525	546
Economics	2,937	2,664	2,604	2,472	2,571
Education	1,122	2,086	2,473	2,515	2,616
Emergency Medical Technician	720	171	0	216	225
Engineering Science	1,371	976	851	884	919
English	18,579	15,447	13,776	14,049	15,454
English Language Learner	717	333	234	150	156
Environmental Science	1,690	1,464	1,273	1,282	1,333
Ethics	2,877	2,655	2,661	2,262	2,352
Fire Protection & Safety Tech	474	540	498	348	362
Geography	480	402	393	477	496
Government	771	705	744	687	714
History	4,008	3,291	3,057	2,928	3,045
Human Services	1,173	973	795	831	864
Humanities	816	714	540	522	543
Information Technology	812	647	891	1,002	1,052
Interdisciplinary Studies	3,152	3,397	3,599	4,878	5,073
Languages	2,016	1,653	1,308	1,650	1,716
Legal Studies	1,245	1,095	1,119	1,035	1,076
Mathematics	17,737	13,617	11,539	11,212	12,333
Medical Assisting	1,035	564	823	496	516
Medical Laboratory Tech	412	546	417	692	720
Music	1,068	885	808	728	757
Neccum Credit	77	42	21	21	22
Network Systems and Technology	469	407	651	630	655
Nursing	2,985	2,840	2,560	2,369	2,464
Paralegal Studies	567	765	660	711	739
Philosophy	897	774	723	585	608

Physics	1,618	2,241	1,739	2,129	2,214
Psychology	9,363	6,699	6,624	6,369	6,624
Radiologic Technology	771	830	653	625	650
Science	736	920	939	714	743
Sociology	3,807	3,192	3,222	2,913	3,030
Technical Math	300	300	368	360	374
Theater	531	371	297	361	375
William James College	0	0	0	16	17
Subtotal	133,537	116,582	109,139	109,050	114,941
Graduate					
n/a	0	0	0	0	0
Subtotal	0	0	0	0	0
Total Credit Hours	133,537	116,582	109,139	109,050	114,941

Information Literacy Sessions					
Sessions	3 Years Prior FY 2020	2 Years Prior FY2021	1 Year Prior FY 2022	Current Year FY 2023	Next Year Forward (goal) FY 2024
Main campus					
Sessions embedded in a class	237	0	90	99	88
Free-standing sessions	0	0	2	1	1
Branch/other locations					
Sessions embedded in a class	n/a	n/a	n/a	n/a	n/a
Free-standing sessions	n/a	n/a	n/a	n/a	n/a
Total					
Online sessions	29	123	63	32	29
Total Students Served	3,384	1,907	2,229	1,899	1,642

URL of Information Literacy Reports:

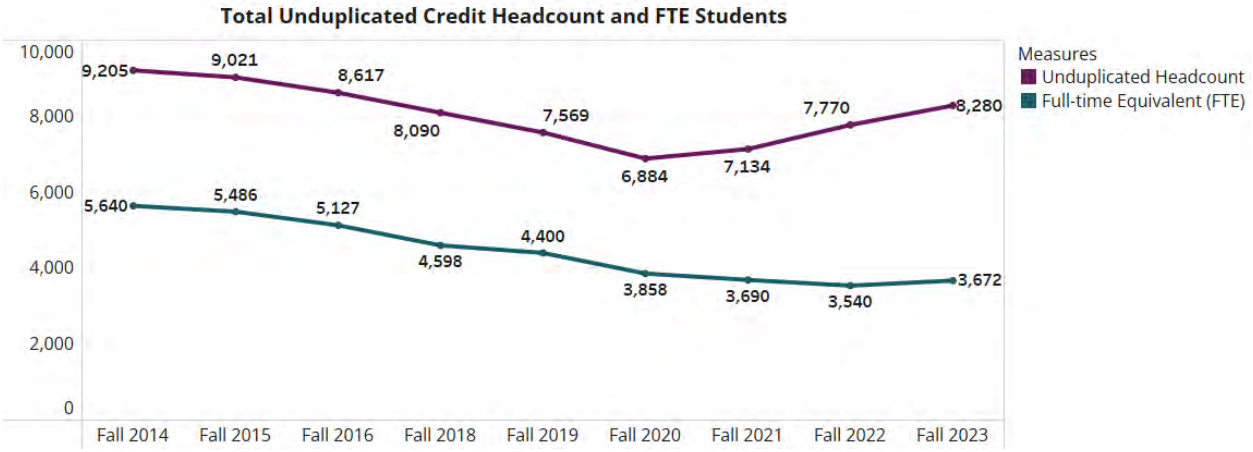
Please enter any explanatory notes in the box below
Sources: Enrollment is as of annual files for fiscal years (July 1-June 30) as reported to Massachusetts DHE. Information Literacy Sessions: Collected by the Academic Library Department Projections: 10% increase in English and Math based on expected increases in enrollment of students using state last-dollar grant opportunities; 5% increase in OCIL supported program courses (e.g., Biotechnology, Engineering Science, and IT); and 4% increase in other course subjects based on post-pandemic trends.

STANDARD FIVE:
STUDENTS

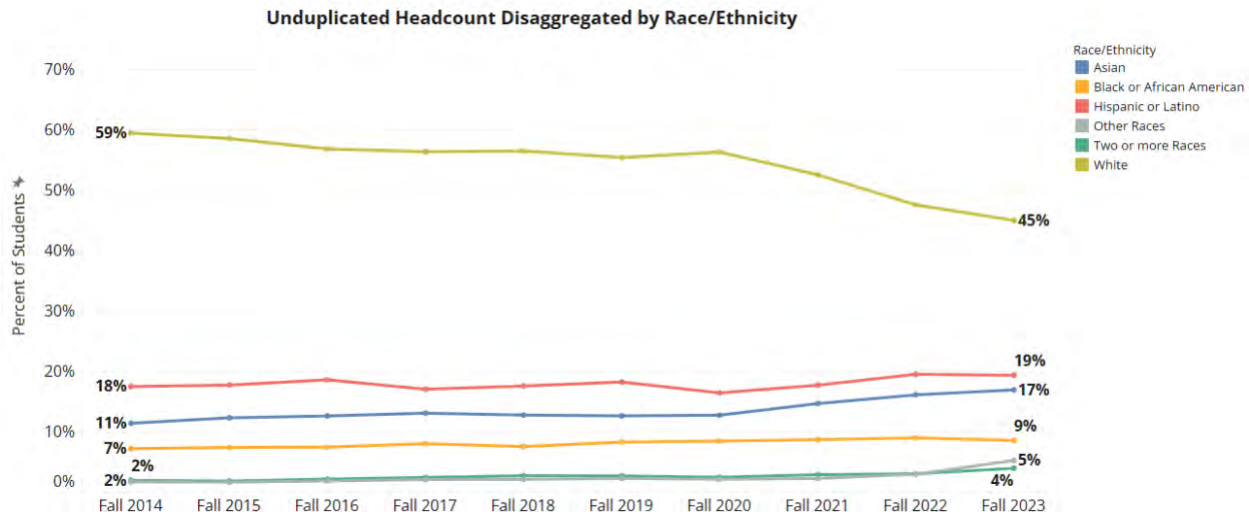
Description

MCC is an open access institution dedicated to equity and inclusion as the foundation for excellence, innovation, and student success. The college is committed to serving its multiple, diverse student bodies which include high school students in dual enrollment and early college programs, recent high school graduates, adult learners, and international students. Of the college's current headcount of 8,280 (fall 2023), 80% are part-time, 58% are female, and 25% are over the age of 24. The student body is racially diverse with 45% of students identifying as White, 17% Asian, 19% Hispanic/Latino, and 9% as Black/African American. Middlesex is an Asian American and Native Hawaiian Pacific Islander-serving institution, a Minority Serving Institution, and an emerging Hispanic-serving institution. Students represent 116 different countries. The current strategic plan, With Equity at Its Core Middlesex Community College Strategic Plan 2022-2027, is a pledge to its students and communities that the college will transform its practices to be centered around racial equity and expansive excellence. The plan includes steps to build a culture of equity-mindedness and expansive excellence and reduce disparities in access and affordability based on race, gender, and socio-economic status through programs that are essential to our community and provide clear and equitable paths to success for all students.

The COVID-19 pandemic dramatically affected higher education enrollment over the last three years, with community colleges across the country losing almost a million students between fall 2020 and fall 2021. The largest enrollment declines were among recent high school graduates ages 18-24 years old. At Middlesex, overall enrollment dropped by 9% from fall 2019 to fall 2020. Steady gains in dual enrollment and early college partnerships contributed to positive enrollment trends in fall 2021 and 2022, however when dual enrollment is removed matriculated enrollment is on the decline.

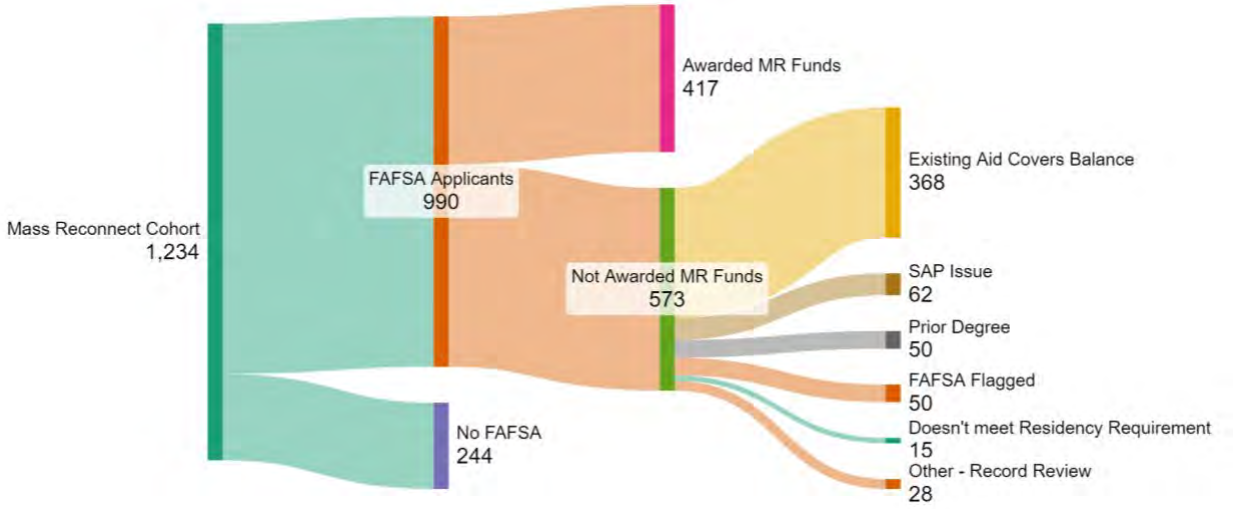


The diverse makeup of the study body contributes to the rich academic experiences Middlesex is known for. Despite enrollment declines, the racial diversity of students has remained consistent. The percentage of White students dropped by 14 percentage points between 2014 and 2023 and populations of Asian, Black/African American, and Latinx increased. International students also play a role in diversifying the student body. Although the pandemic negatively affected international student enrollment, many factors indicate that the college will see recovery in this area. There was a 20% increase in admitted international students in fall 2023 compared to the prior fall. The yield rate of admitted students who enrolled was 47% which is down three percentage points from 50% the prior fall. In terms of the foreign student trends, we were up 28% in admitted foreign students to the prior fall. Our yield rate of admitted students who enrolled was up 4% from fall 2022 (see International Admissions document in Workroom).



In August 2023, Governor Maura Healey announced the implementation of a new program to support adult returning students: led by the DHE in partnership with Massachusetts' public community colleges, MassReconnect provides final dollars for Mass. residents who are 25 or older and who have completed and filed a federal financial aid form, or the Free Application for Federal Student Aid form (FAFSA). Since then, Middlesex has seen an increase of eligible students, with 695 students identified as MassReconnect students as of this writing. To engage eligible community members more, the Middlesex Admissions Office Staff hosts 'MassReconnect Monday' sessions in-person with a Zoom option.

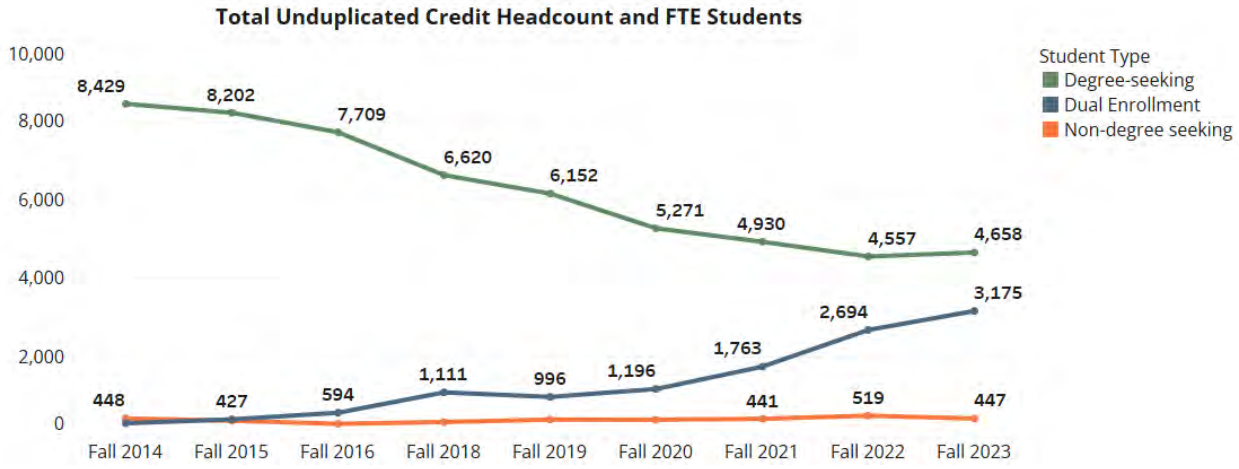
Figure 5.1 Fall 2023 Distribution of Mass Reconnect Financial Aid at MCC



Another program that may see changes in enrollment is the Tuition Equity Program, which allows eligible undocumented students to pay the in-state tuition rate for public institutions of higher education. In spring 2024, the DHE released a draft of the Massachusetts Financial Student Aid (MAFSA) for undocumented students. Enrollment changes in this student population may be seen in AY 2024-2025.

While these programs may stop the COVID-19/post-COVID-19 decline, they also indicate a shift in serving a more diverse population that may not have had the resources to get a higher education credential, but who are clearly served by our mission.

Figure 5.2 Fall 2014 – Fall 2023 Enrollment Trends of Dual Enrollment and Matriculated Students



Admissions

The Admissions team supports the college's vision to transform lives and shape futures. Recruitment activities are designed to meet the institutional DEI goals and departmental goals of meeting students where they are. Admissions policies and procedures are clearly outlined and easily accessible on the Admissions website, in the academic catalog, in a Virtual One Stop for Easy Enrollment, and in the online application. The admissions process adheres to the college's policies on affirmative action, equal opportunity, equal education, non-discrimination, and diversity guidelines. Marketing materials such as recruitment view books and social media posts include details about getting started at the college. Policies are communicated through targeted outreach. The college's increased virtual presence has made recruitment and services more accessible to potential students. For example, virtual open houses, information sessions, and drop-in hours for academic advising and registration provide flexibility that accommodates students' busy schedules and lives.

Admitted students must have earned a high school diploma or equivalency (e.g., GED or HiSET). Massachusetts public high school graduates from 2003 or later must meet both local and state requirements to earn a high school diploma, including earning a passing score on the MCAS. Neither SAT nor ACT is required for admission and there is no application fee or application deadline.

Middlesex follows a systemwide homeschooling policy. All homeschooled students, without a high school diploma or high school equivalency certificate, are eligible to apply for admission to a degree or certificate program provided they have successfully completed an approved homeschool program in accordance with Massachusetts General Laws or the laws of their home states.

Admission to 13 academic programs, such as popular health programs and energy utility technology, is competitive due to a limited number of openings and required prerequisites. Selective admissions criteria and processes vary depending on the program and are set by the departments who determine the necessary skills for success. Criteria are reviewed, assessed, and implemented by Admissions. Processes are communicated to prospective students through Admissions webpages, selective Admissions checklist sheets, the online application, required Admissions Overview sessions, one-on-one student appointments, and open house events. An Admissions committee meets at the end of each cycle to assess the applicant pool and make decisions using a prescribed rubric. Faculty in departments with selective Admissions programs evaluate their entering class and request adjustments to the admissions criteria as needed. Admissions staff make recommendations based on the applicant pool data. For example, completion of Anatomy and Physiology I with a C or better was added to the Radiologic Technology program based on feedback from the department as well as assessment of the applicant pool. Most programs have advisory boards that provide feedback on student performance or retention. Advisory board feedback is used to scrutinize the Admissions process and make adjustments.

Driven by the strategic and enrollment plans, Middlesex has seen a significant increase in its dual enrollment/early college population (+219% increase over five years). Dual enrollment provides qualified high school students the opportunity to enroll in college-level courses at little or no cost, affording them the benefit of accelerating their college degree and saving money. All dual enrolled students must meet admission criteria demonstrating they are academically prepared, and they will receive high school credit for their college level courses. On campus, dual enrolled students take existing courses and receive discounted tuition. In some cases, concurrent enrollment courses are funded by the school district. If not, the student pays the discounted dual enrollment tuition rate for Massachusetts residents.

In order for a high school student to qualify for dual enrollment in any capacity, the student must have a minimum cumulative high school GPA of 2.0, have permission from the director of guidance which acknowledges that college credits will satisfy high school requirements, be eligible for college-level English (and math if appropriate) as demonstrated through the multiple measures or self-placement processes, and attend a dual enrollment information session. All dual enrolled students attending classes on campus are assigned an academic advisor and are required to meet with the advisor to register each semester. Signatures are required by both the high school and college staff to process registrations. As with dual enrolment and concurrent enrollment, early college high schools employ early college specialists who work to bridge communication between the two institutions. All dual enrolled students, including concurrent and early college, have access to the college's facilities such as the Libraries and ACE. All three programs—dual enrollment, concurrent enrollment, and early college high school—are key admissions strategies for Middlesex.

Admissions counselors have assigned geographic territories that include approximately 50 high schools and more than 30 community organizations. Admissions counselors provide individualized services to their assigned high schools and community partners. The recruitment curriculum used at top feeder high schools is designed using an 'early action ensures success' philosophy. High school seniors are introduced to Middlesex early in their senior year through admissions visits, financial aid information sessions, assessment information sessions, and an On-the-Spot Admissions Day. In the spring, students are invited to the popular 'Pathways to Success Day' on campus in which they experience college for a day. Finally, in May, the college hosts an onsite registration event, allowing seniors to complete the enrollment process at their high school before they leave for the summer. The philosophy is that early action affords ample time to prepare financially and academically for fall courses.

Recruitment initiatives are based on reviewing local high school demographics, student support needs, needs of the underemployed and unemployed populations served by MassHire Career Centers, DHE priorities, and dual enrollment and early college initiatives and adjusted as needed. The Admissions team has also created special recruitment events such as Pathways to Success Days for BIPOC and first gen populations, bilingual admissions events, events for graduating dual enrollment students, and express admissions and registration events targeted to adult learners. Events are located in the Customer Relationship Management (CRM) system.

"College-level math" and "Eligibility for ENG 101 English Composition 1" are the most common prerequisites for many college-level courses in most degree programs, therefore curriculum and policy changes that allow students to complete these as early as possible are critical for increasing persistence, completion, and graduation rates. Middlesex uses multiple measures and guided self-placement to determine student readiness for college-level coursework in English and mathematics. The college aims to provide a comfortable, supportive, and inclusive environment to assess student's skill levels that will maximize their success. Students can be placed into college-level coursework based on previous college coursework, SAT scores, ACT Scores, high school GPA, GED, or HiSet Scores. Students new to Middlesex who cannot place with any other measure can place into courses using guided self-placement by completing an online Admissions application. Self-placement allows students to replace Accuplacer with a self-assessment process, allowing for a holistic review of a student's academic skills in place of a high-stakes exam. Students complete an English and math workbook that guides them through the skill sets they need to master for college-level coursework. Once the worksheets are complete, they submit a form to our Student Assessment staff indicating their placement into either developmental, college, or honors-level courses. Accuplacer is still available for students who determine they would benefit from this assessment.

Middlesex is devoted to creating an academic environment where students can succeed. Newly admitted students receive information regarding preparation for success in their admission letter and in their required orientation. Orientation was recently revamped in response to community feedback. Using the standards from the Council for the Advancement of Standards in Higher Education (CAS), new student development theories, practical research, technology tools, and assessment mechanisms, orientation was reimagined as a four component model incorporating a new online orientation for all new students, multiple new student registration sessions, a summer Interdisciplinary Studies (IDS) First Year Experience (FYE) seminar, specialized cohort orientations, and two weeks of engagement opportunities for students to start to realize themselves in the Middlesex community. Co-curricular orientation traditions continue as part of a two-day IDS FYE seminar with orientation leaders leading groups of students in icebreakers and eating communal meals. Identity-based orientation experiences are provided for specific populations. Students can share unique experiences through pre-orientation (or pre-semester) social experiences such as trips, socials, or virtual events. The revised orientation program responds to the needs of our diverse range of new students in a more effective and sustainable way.

FYE is designed to support first-year students as they transition to college life. As part of a cadre of customizable and transferable 1-credit courses, IDS seminars incorporate a wide variety of concepts and experiences and support the first-year experience. Within their first 30 credits, students are advised to complete three, one-credit seminars that are combined to form a three-credit general education elective. For students completing the MassTransfer general education foundation, IDS credits are transferable. Middlesex also offers a range of student support services including academic and transfer advising, career preparation and exploration, tutoring and other services offered through ACE, SASS, collegiate TRIO programs, International Student Services, and the Veterans Resource Center (VRC), among others.

Middlesex strongly emphasizes improving retention and completion rates among historically excluded populations. In an effort to address opportunity gaps, the college participated in the Massachusetts Public Higher Education Strategic Framework for SASS and is working to improve graduation rates through its strategic plan.

Figure 5.3 Retention Rate for First-time, Degree/Certificate Seeking Students Fall 2022-Fall 2023

Student Characteristic	Fall 2022 First-time Student Cohort Retained to Fall 2023	
	Full-time Students	Part-time Students
Asian	57%	49%
Black or African American	70%	42%
Hispanic or Latino	51%	33%
First-Generation	60%	38%
Pell Eligible	64%	42%

Focusing on comprehensive, evidence-based services and programs, Middlesex aims to open doors of opportunity. Building upon MCC's dual/concurrent/early college enrollment and partnership with 30 partner high schools, innovative recruitment efforts include expanding holistic admissions practices to broaden the focus beyond GPA and placement test scores, designing new ELL pathways, strengthening credit for prior learning, and designing stackable credentials.

Retention improvement plans include the ongoing development of culturally-sensitive curricula, removing financial barriers to learning and academic progress, creating new opportunities for mentorship, and enhancing experiential learning aimed at career and academic alignment.

One model retention program with demonstrable results is PAASA. Supported by a U.S. Department of Education AANAPISI grant, the program focused on increasing access for students and removing barriers to higher education through a wide-ranging group of programs, events, and activities that engaged the academic community as well as many of the community-based organizations serving Lowell's Asian American communities. PAASA had the interrelated goals of improving academic outcomes and learning environments for Asian American students and resulted in improved retention and persistence rates for its students.

Student Services and Co-Curricular Experiences

Middlesex students lead complicated lives often balancing coursework with job and family responsibilities. Student support services strive to assist with building a college culture of equity-mindedness and expansive excellence that supports students to achieve their educational goals. Student support teams consist of professionals with deep knowledge, dedication to student success, and willingness to advocate on behalf of students. Staff members provide direct student support, ongoing collaboration with faculty, and alliances with colleagues across the state and nation to keep up to date on best practices.

Student needs are identified through careful attention to regional and national trends, faculty and staff observations and referrals, direct requests and inquiries from students, local and global events, legislation impacting social justice and civil rights, and reflection on available data inclusive of academic progress, usage of services, demographics, and early alerts. Support services are reviewed and evaluated periodically through formal and informal processes including end-of-year reports, program reviews, assessment projects, surveys, student feedback, peer feedback, benchmarking, and best practices. Services are holistically designed to enhance students' academic potential, emotional wellness, and physical health. Services are designed considering various learning modalities and unique and intersectional identities, needs, and circumstances of our students. In-person services are offered on both campuses and virtual synchronous and asynchronous services and programming are offered to meet students "where they are." These supports are promoted through collegewide emails, the Middlesex mobile app, college website, announcements from faculty, syllabus statements, classroom visits, orientation, FYE seminars, and meetings with academic advisors. Services include basic needs support through the Wellness Resource Center (WRC), academic support through the Academic Centers for Enrichment, Student Access and Support Services, Veteran Resource Center, TRIO: Program for Student Achievement and the Student Success Program, the STEM Starter Academy, and the Commonwealth Honors Program.

The WRC was created by merging Counseling Services and the Office of Essential Needs. The WRC supports students' food, housing, financial, and mental health needs through education, awareness, programming, resources, and support. Mental health supports include an onsite wellness counselor who is a licensed mental health clinician as well as a master's level intern from William James College. The WRC offers training and consultation services for faculty and staff to help them as they support students through mental health challenges and gaining access to basic needs. The WRC provides wellness education for students and employees.

ACE empowers students to become independent, intellectually curious lifelong learners. Their objective is to assist students to enhance their own learning by 1) developing time management, communication, and study skills to promote academic success, 2) strengthening critical thinking skills, 3) building self-confidence and self-advocacy, 4) collaborating with peers with diverse perspectives, and 5) exploring the resources and services provided at the college. ACE supports students through peer tutoring in writing, English language learning, reading, mathematics, science, computer science, accounting, and business. Peer tutoring is available on both campuses and online. Middlesex provides eTutoring, which allows tutors to work with students synchronously and asynchronously, answering questions in real time, or replying to questions and essay submissions that students have left for review and commentary. ACE manages supplemental instruction for a variety courses, organizes study groups, and helps students successfully navigate online courses. Peer tutors and SI leaders receive extensive training.

Financial Wellness is offered through the Success Scholars Program which provides students and alumni instruction aimed at building personal financial understanding and responsibility. The program helps students create a financial plan to reach desired financial goals by providing coaching in personal finance, knowledge of higher education financing and repayment, and positive financial behaviors like budgeting, savings, and reducing debt. The office utilizes iGrad, which provides 24/7 on-demand money management, financial-aid education, resources, and tools for Middlesex students, alumni, and faculty.

MCC's OCIL is the cutting-edge model of what work-integrated learning at community colleges can be. It will elevate the college's role with industries, shift coursework and academic schedules to be in better alignment with employment needs, and provide students with social and economic mobility. The purpose of OCIL is to serve as a hub for the college, industry, and

community to embed career-integrated learning into academic programs across the curriculum and elevate the work of individual departments into a coordinated strategy for advancing career-integrated learning for all students. OCIL supports students with employment searches, career exploration, career preparation, and Learn and Earn programs. The quickly growing Learn and Earn program allows students to gain valuable experience in their field while taking classes part-time. The Office of Academic Advising is committed to assisting students with academic planning. Middlesex follows a blended advising model incorporating professional staff and faculty advisors. Full-time faculty are contractually obligated to serve as academic advisors to a cohort of students. Students connect with professional advisors and faculty who provide course planning, career, and transfer information. Advisors focus on traditional populations of students as well as targeted populations such as veterans, students in exploratory pathways, students interested in credit for prior learning, dual enrollment/early college students, and Reserve Placement Partnership (RPP) program with UMass Lowell. Advisors serve students on campus and virtually via individual and group appointments. New students and special populations are primarily advised by professional staff. Returning students with earned credits are assigned to faculty advisors in their program. Faculty post office hours and communicate with students via email and Zoom. Professional staff are available to meet with students in person, remotely, via text, or telephone.

The college's commitment to equity drives policy decisions and practices supporting a fair and civil campus culture conducive to teaching and learning. Evidence of these priorities may be found across the college, but perhaps most pronounced in the CTRHT, aimed at bringing sustainable change by addressing the effects of racism on our community through facilitated healing circles, campus-wide events, and a physical on-campus location. The college embraces the Massachusetts DHE's Equity Agenda. The commitment to equity and inclusion is reaffirmed time and again within college policies, programs, and initiatives. There is a clear expectation of shared responsibility for transforming the educational experience for minoritized students including dismantling systemic barriers. These efforts are evident in improvements such as the expansion of disaggregated data dashboards, support for OER and flexible modalities of learning, and the implementation of wraparound supports such as those found in TRiO, Early College, STEM Starter, and SUCCESS Scholars programs.

Middlesex actively fights structures and attitudes fueling inequities by empowering the community to adopt antiracist practices, instilling accountability measures, responding to basic need insecurity, and prioritizing sense of belonging. College leadership champions this work as is evident in our strategic plan.

The importance of applying for financial aid is stressed during prospective and new student events such as Open Houses and New Student Orientations. The Office of Financial Aid assists students and their families with the process of financing their education. This is achieved by helping students complete their FAFSA, as well as provide pertinent information regarding what can be expected before, during, and after their time at the institution. Students who are financial aid recipients are informed of their rights and responsibilities through our website and their personalized award letters. Financial aid counselors, who are available in person, by phone, and virtually via Zoom and Chatbox, guide students in the use of a Net Price Calculator that provides an estimate of how much it will cost to attend Middlesex. Counselors conduct FAFSA workshops and FAFSA Lab Drop-in Days to help students and parents apply for financial aid. FAFSA completion workshops and financial aid presentations are offered in partnership with feeder high schools and community non-profits partners. The college has a comprehensive website for students that include important deadlines, FAFSA videos, workshop information and how to apply for Financial Aid as well as a checklist of items needed to complete the FAFSA. The Financial Aid office regularly updates the financial aid homepage as well as a list of Frequently Asked Questions that provides clear and concise answers. Financial Aid staff utilize the Newscaster email messages, the mobile app, and text campaigns to broadcast financial aid information and scheduled events.

The Financial Aid office administers federal and state financial aid, including work study, along with institutional aid to students. Financial Aid staff disseminate information from the Department of Education to students when initiatives such as the Loan Debt Forgiveness and Fresh Start plan were implemented. Funding is provided to students to help pay their direct costs including tuition, fees, and books as well as funding for students who may need to pay for indirect costs such as housing, transportation, and other necessary expenses. Students who are awarded federal loans are counseled by staff and

provided with detailed steps on how they can accept their loans. Students are given instructions on how to complete a Master Promissory Note and required Entrance Counseling. Financial Aid staff guide students on how to secure additional funding from different sources, such as scholarships. For instance, there is an $18,000 Follet Scholarship Fund from the MCC bookstore that provides students with extra funds to purchase books, supplies, and technology devices. Massachusetts residents who are Pell eligible receive priority packaging.

Funds from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) enabled the Financial Aid office to provide emergency assistance grants to students with exceptional financial need. These grants included the Higher Education Emergency Relief Fund (HEERF) and the Massachusetts Resident RESCUE Grant that help resolve past due balances as well as get funds quickly to students who were experiencing financial hardship. For the 2021-2022 award year, the college awarded $4,209,784 in HEERF funding and $164,357 in the Massachusetts Resident RESCUE Grant, which provided financial assistance to students who were experiencing unexpected expenses that hindered their ability to complete their studies.

Table 5.1 FY22 Financial Aid Allocations

Fund Source	FY 2021	FY 2022	FY 2023
Federal Grants	$7,266,617	$6,734,501	$6,438,840
HEERF/Pandemic Funds	$6,261,647	$3,936,916	$3,203,400
Federal Loans	$3,168,464	$2,712,179	$2,766,768
Federal Work Study	$64,059	$28,828	$68,466
Total State Aid	$3,405,044	$3,388,669	$3,527,242
Total Institutional Aid	$1,448,848	$1,915,886	$1,909,404
Private Grants	$778,561	$857,179	$919,529
Private Loans	$389,925	$381,273	$306,551
Total Financial Aid	$22,783,165	$19,955,431	$19,140,200

Middlesex offers co-curricular activities and opportunities that are aligned with its mission and the needs and goals of its students. Key services and programs include student groups, community engagement, service learning, identity-based programming and services, SUCCESS Scholars, and career-integrated learning. Groups provide students with opportunities to get to know peers and faculty members, pursue an interest, learn more about their major, celebrate their culture or religion, and have fun. By being involved in a group, students can help plan programs for their organization and the college community. At Middlesex, there are more than 30 student organizations to explore and join.

Students are encouraged to become active participants in community engagement activities, including service-learning. Community and civic engagement experiences help to forge meaningful collaborations between faculty, staff, students, and community partners who are critical to supporting student success. The Office of Civic & Service-Learning (OCSL) aims to facilitate student learning through transformational service experiences that meet identified community needs. Additionally, OCSL seeks to provide civic engagement opportunities for students to develop into socially and civically responsible citizens. In fall 2019, there were 25 service-learning classes, with more than 400 students participating. Currently, the college has received a grant from the Mass. DHE to develop a credential in Community Leadership with the intent of bringing the new credential to the Curriculum Committee in fall 2024 for a spring 25 launch.

Students from diverse backgrounds are supported through programs offered by the Multicultural Center. Services include the Diversity Summit; orientations for LatinX, Asian, African American, and international students; and identity-based clubs (e.g., Latinx Force, African Cultural, International, and Prism). PAASA offers students a holistic support system with dedicated staff that advises, mentors, and provides leadership development opportunities for Asian American students. Students who participate in PAASA can construct their cultural identity to build leadership capacity, develop self-advocacy, and manage their academic and career goals through connection of various college resources.

As part of a new initiative across the Massachusetts Community College system, The SUCCESS Scholars Program is a retention-focused program designed to provide guidance and resources for students to be successful in college. The purpose of this innovative program is to ensure that students have the support they need to earn a degree. The focus is on academic, financial, career, and personal wellness programming for Asian American, Black, African American, Latinx, and LGBTQIA+ students.

Middlesex has been at the forefront of assessing efforts outside of the classroom, specifically the effectiveness of student services, the learning outcomes supported by engagement, and the equity of the student experience. While assessing typically intangible values can be challenging, the college uses several approaches to obtain quantitative and qualitative data to demonstrate the correlation between student engagement and student success. Measuring the success of the most vulnerable cohorts, including, but not limited to, low-income, first generation, minority, and disabled students and lesbian, gay, bisexual, transgender, queer, and questioning students has been top priority in recent years. For instance, the SUCCESS Scholars Program has afforded wraparound support to these students. The college is continuously evaluating the impact on sense of belonging and persistence by tracking engagement at multiple levels, reviewing individual programs, surveying students, and coordinating focus groups with SUCCESS Scholars (see E Series form for specific examples).

The Office of HR is committed to recruiting highly qualified and diverse talent, reflective of the communities we serve. Qualifications sought for student services positions often include an advanced degree, several years of experience, and experience with equity-minded work. (See Standard 7 for more comprehensive information.) Student services staff model ethical behavior and promote environments that provide opportunities for meaningful connections, engagement, growth, and development. The COVID-19 pandemic and the shift to remote work created fiscal ambiguity necessitating cautious spending, including the retrenchment of most part-time positions and a hold on replacing full-time personnel. The Massachusetts Student Success Funds allowed for a much-needed increase in personnel providing direct service to students. Practitioners are knowledgeable in their fields and must maintain any required certifications or licensures. Professional development and ongoing training ensure up-to-date and infoed practices. Staff evaluations are conducted on an annual basis.

Effective student services require knowledge about federal mandates and laws, including FERPA, The Drug Free Schools and Communities Act (DFSCA), Jeanne Clery disclosure requirements, the Violence Against Women Act (VAWA), and many more. A centralized compliance office was dissolved in 2020 due to administrative realignment. Responsibilities for policy management, disclosures, and adherence to federal regulations were absorbed in other duties, specifically HR and the dean of students. Middlesex navigates these external domains while delivering well-functioning, efficient, and caring programs. Staff in Student Affairs and Enrollment Services are well acquainted with their counterparts at peer institutions across the state and often collaborate. Staff from the Massachusetts DHE and legal counsel frequent these meetings to support shared goals and efforts.

Student Services utilizes a variety of web-based platforms and internal systems designed to effectively provide on-demand information to students and/or employees, streamline case management, and track and present student success analytics. Third party vendors, including Symplicy by Advocate and EAB Navigate securely route information and process workflow, Engage and Handshake support student engagement and make connections to peers, clubs, jobs, internships and more. Vector Solutions is a professional development and risk management platform used to meet both student and employee onboarding and training requirements. In 2013, the college began offering the mobile app experience through Ready Education keeping students connected and informed. Adequate technology for marketing, communication, record keeping, rapid access to and delivery of information, and for linking information is needed for predictive analysis and big picture decision making. Middlesex continues to prioritize these critical needs.

The institution's resources are utilized to support education and service programs. In FY22, 68% of resources were used to support instruction and student services. Middlesex follows NACUBO guidelines to ensure adequate funding for admissions, enrollment services, and activities which contribute to student emotional and physical well-being in addition to intellectual, cultural, and social development (see Standard 7 for more comprehensive information).

The Institutional Review Board (IRB) employs a high standard of ethics to protect the welfare of human subjects in research. Review of research methodology is complete and approval obtained prior to any interventions with students or employees that will contribute to generalizable knowledge.

Middlesex protects the rights of all members of the college community through the promotion of responsibilities and standards. All student-facing policies and regulations are located in the Academic Catalog and Student Handbook. Students are informed of required disclosures upon admission and receive pop-up notices each semester informing them of their responsibility to know and understand procedures such as Student Code of Conduct, Student Grievance Procedure, and the Policy on Affirmative Action, Equal Opportunity and Diversity. Shared by the 15 community colleges in the Commonwealth, these policies and procedures are reviewed and updated regularly.

Information and policies related to records retention and requests are published within the academic catalog and student handbook under Policies and Regulations and specifically Educational Records & Retention. This policy details a student's rights to inspect, review, request, challenge, and change their records, and procedures to do so. It explains directory and non-directory information, location and retention of records, and details privacy rights regarding access to information, observed in accordance with FERPA.

All policies and procedures are administered in compliance with institutional and regulatory standards. Purpose, scope, expectations, outcomes, and standard of proof are clearly stated, and department contact information is identified. Information regarding emergency actions and notifications, confidentiality and disclosure of records, retaliation, and options for appeal are carefully outlined and provided.

According to the CAS in Higher Education and the Association of Student Conduct Administration (ASCA), student conduct programs balance and integrate three priorities into practice: they must be community-focused, learning-centered, and procedurally sound. Middlesex articulates these goals in publications, at new student orientation, and throughout the conduct process. Students are held accountable while engaged in a restorative and collaborative process. As an institution, Middlesex stands for integrity and fairness by protecting student rights and by encouraging student voice in grievances, discipline, and appeal. This represents the learning-centered approach whereby a student's engagement in the process supports the ISLOs of personal and social responsibility. The community is at the core of this model in that those outcomes translate into a student body that is actively participating in positive change. The student conduct process is one component of a philosophy of support and standards for the campus community. These community standards represent the college's approach to holistic learning, whereby students are active participants balancing their individual rights and communal principles.

Middlesex is a community that strives for excellence, respects diversity, contributes to the larger community, behaves in an ethical manner, and takes seriously the viewpoints of others. The college provides a safe space for students to make mistakes and allows them time and reflection to grow as citizens. This includes preserving individual dignity regardless of circumstances and including student voice in our decision making. Since 2007, Middlesex has embedded personal and social responsibility across the institution in both the curricular and co-curricular experiences as a key institutional learning outcome. A major focus of the college's Core Commitments initiative is the advancement of high standards of ethical behavior. The Honor Code was crafted in 2014 and more recently teams have begun to explore philosophies around how to respond to emerging trends in scholastic dishonesty, such as the rapid emergence of artificial intelligence.

Middlesex regularly assesses the needs and effectiveness of student services with a strong focus on equity (see E Series forms for specific examples). Middlesex staff look to CAS as a model to emulate and aims to meet or exceed their benchmarks. Student services adapted the Program Review template for co-curricular programming and services and many programs engage in an annual assessment project. For example, in response to the 2021 assessment project, the Office of Student Engagement (OSE) worked with the academic area to align orientation activities to be consistent with the college's equity mission revising orientation leader (OL) training and more group bonding events were added to facilitate a sense of belonging. Departments periodically complete a CAS self-assessment or an assessment of specific learning outcomes

through program review. Information obtained has informed ongoing improvements, such as 1) considering more privacy for advising spaces, 2) broadening work of writing tutors to include resume and cover letter reviews, and 3) refining how student clubs are funded to increase transparency and reduce barriers. A deeper evaluation of new student orientation revealed that students who participated in one or more components of onboarding felt more prepared for their first semester and had a stronger sense of belonging. This discovery led to new recruitment strategies, enhancing the online component, creating more affinity groups as part of the first-year experience (FYE), and creating the new "Orientation+" in 2023.

Appraisal

Admissions

The implementation of streamlined technology and methods has improved the admissions application process. Admissions can now instantly respond to new student inquiries and throughout the admissions process. The new online application provides students with a rapid and accessible way to access the college. Student ID numbers are available in the digital admissions letter within minutes of being accepted. In previous years, this process would take up to a week and would cause delays in access to the portal and timely information. New student applicant yield rates are rising, from 26% (accepted to enrolled) in fall 2020 to 37% in fall 2023. This is attributed to the implementation of the new online application and CRM tool.

The college's open access mission requires policies and procedures to ensure that students have the prerequisite skills to succeed in college-level English and math coursework. The use of a Guided Self-Placement (GSP) process was established in spring 2020 as a response to the sudden need for alternative testing due to the disruption of the COVID-19 pandemic. Middlesex was already successfully using multiple measures in conjunction with the Accuplacer exam. Once GSP was launched, students were able to self-identify their placements. Since that implementation, 39% of incoming students use GSP for English and 40% for math, reducing the use of the high stakes Accuplacer exam. Forty-one percent of students use multiple measures such as high school GPA and SAT/ACT scores to place into first semester English courses and 36% used multiple measures for math. The English department is reviewing this process with a goal of more effectively guiding students to appropriate ELL course placements and helping students better distinguish best placement options. The math department is also working to improve GSP to help students make the right choice.

Massachusetts community colleges have experienced declining enrollments since 2013, a statewide trend due to factors such as declining birth rates, shifting high school populations, state demographic changes, low unemployment, impact of the COVID-19 pandemic, and cost of living increases. Middlesex has been engaged in robust collegewide preparation, planning, and implementation of strategies to address declining enrollments that include the free community college for returning learners 25 year and older called MassReconnect, expanding K-12 programming and partnerships, and continuing innovative work around micro-credentials, Mini-mesters, career-integrated learning, and expanding reach to underserved populations. While Admissions has made great efforts to promote college programs, the college is considering offering more onsite activities at a high yield partner high school, increasing bilingual activities at Lowell High School, and increasing Admissions' presence at community events such as the Lowell Southeast Asian Water Festival and Lowell Folk Festival.

Student Services and Co-Curricular Experiences

Middlesex is knowledgeable about the characteristics and needs of its student body and delivers appropriate and relevant academic and support programs to all students, all locations, and all modalities. Knowledge of its students' characteristics and their communities informs recruitment and admission activities, which are clear, consistent with the college's mission, and easily accessible.

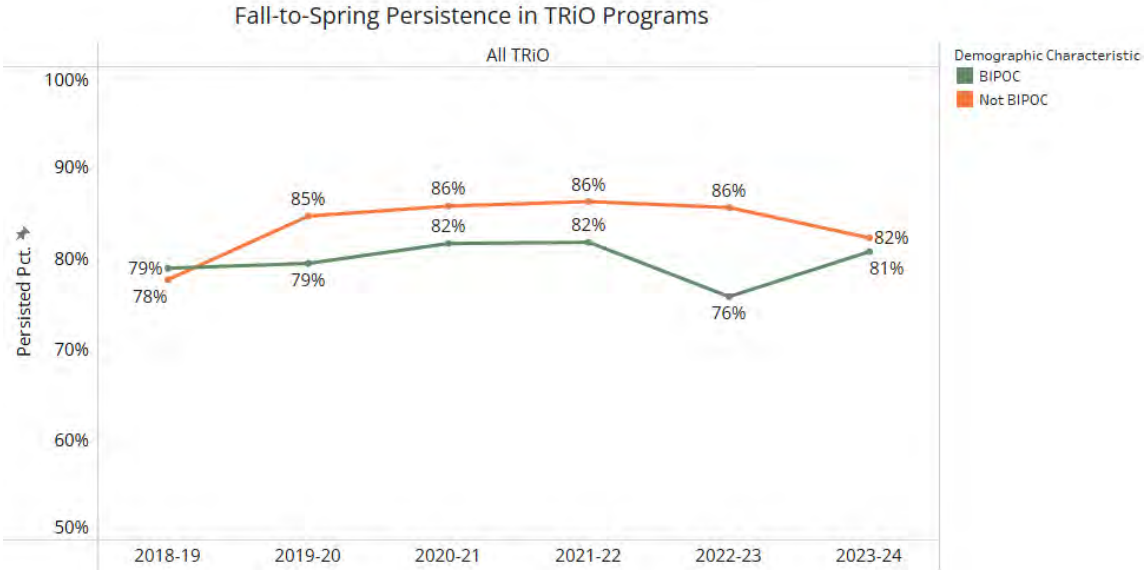
Supporting students' access to funding to pay for their education is critical to the college's student success efforts. For the last three award years, the number of FAFSA forms completed has decreased. Middlesex showed a concerning 6% decrease in FAFSA completion from 2020-2021 to 2021-2022 and a 12% decrease from 2021-2022 to 2022-2023. In part to address this, a new financial aid counselor was hired in conjunction with the SUCCESS Scholars program to provide financial wellness and

financial literacy to the cohort of students. Data from 2023-2024 indicate this trend is reversing, most likely associated with the implementation of MassReconnect.

The Academic Progress process at the college has encountered difficulties as students adapt to the transition to online learning, particularly those with GPAs that fall below 'good standing.' In response to these challenges, we have made several adjustments. These include waiving the requirement for students on Academic Suspension to sit out a semester or appeal their suspensions and introducing Academic Success Plans. Additionally, we have enhanced proactive advising for students on Academic Probation or Suspension and have increased our support staff to better assist these students.

NECHE's response to the 2019 Interim Five-Year Accreditation Report requested we give emphasis to the college's success evaluating the impact of the student success initiatives with an emphasis on improving retention and completion rates among historically underserved populations. Since 2021, the college's partnership with ATD has guided conversations and actions to regularly analyze the equity of admissions into high-demand programs, specifically nursing. Improving retention and completion among historically excluded populations is a shared goal across the institution. The college's commitment is demonstrated by the implementation of new initiatives and enhanced wrap-around services and supports, the development of disaggregated data dashboards, and the transparency and inclusivity with strategic equity goals and objectives.

Figure 5.4 Fall-to-Spring Persistence in TRiO Programs

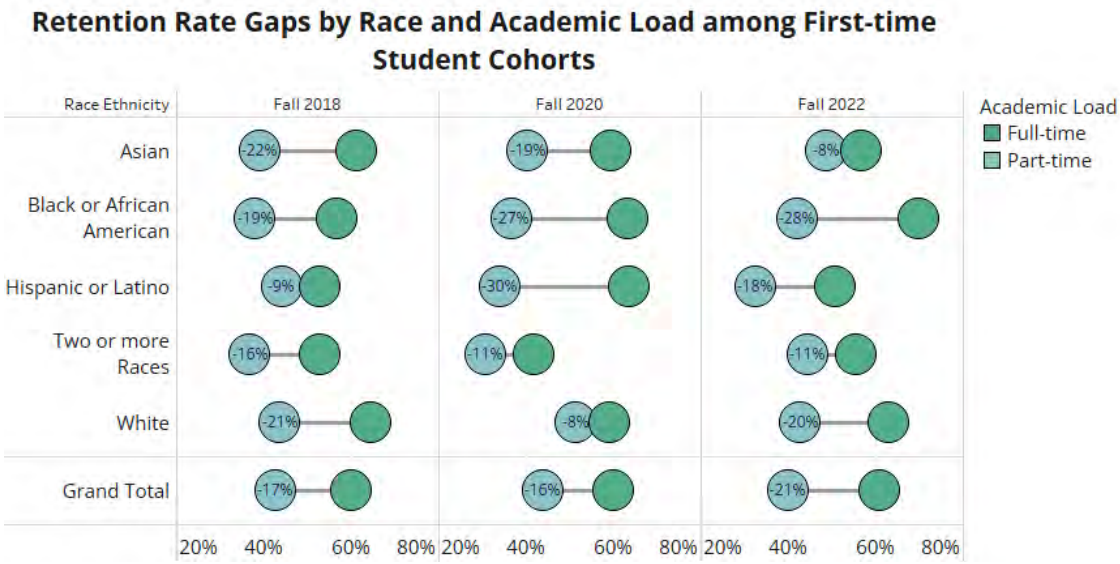


Assessment of targeted programs such as TRiO, Early College, SUCCESS Scholars, and PAASA indicates greater success for students of color. See for example completion rates for BIPOC students in the TRiO program (81% compared to the overall college persistence of 70%, and 66% for BIPOC), (Figure 5.4 and Data First Form 8.6) as well as the success rates of Student SUCCESS Scholars and PAASA programs described below. In fall 2021, Black/African American students who participated in the SUCCESS Scholars completed their courses at 85% compared to 63% for those who did not participate. In spring 2022, Black/African American students completed their courses at 85%, compared to 69% for those who did not use the program's services. For all cohorts, students who participated in the SUCCESS Scholars program completed courses and persisted at higher levels than those who did not.

The PAASA program for Asian American students has shown great results. For full-time and part-time, first-time students, the general student population retention rate from fall 2022 to fall 2023 was 49%. The retention rate was significantly higher for Asian American students who utilized the Asian American Connections Center at 88%. Asian American students that did not utilize the Asian American Connections Center had a lower retention rate of 46%. The persistence rate (fall 2022 to spring 2023) for Asian American students who used the center was 94% compared to 59% for Asian American students who did not use the center.

The SI through ACE has been effective with all student populations. SI is an academic support program offering additional resources to support students to increase persistence and success. An SI Leader, who is recommended by a faculty member, models successful student behavior during class meeting times and holds regularly scheduled, voluntary, and anonymous peer-facilitated weekly study sessions outside of class. Since 2012, students who have used SI have, on average, a GPA of .5 or greater than students who do not participate. In fall 2022, 68% of SI users earned an A or a B, compared to 46% of non-users. Similarly, in spring 2023, 68% of SI users earned an A or a B, compared to 62% of non-users. In fall and spring (respectively), 81% and 81% of SI users earned a C- or better, compared to 62% and 67% of non-users, respectively. SI users were more likely to complete their courses (88% in fall and 83% in spring) than non-users (69% in fall and 72% in spring). SI users were less likely to get a DFW grade (19% and 17%, fall and spring respectively) compared to non-users (38% and 27%).

Still, retention gaps between full-time and part-time students exist in most every student population. When disaggregated by race, gaps were most disparate between Black/African American (28 percentage points), Latinx (18 percentage points), and White (20 percentage points) students. Over the past five years, Asian and the 'two or more race' categories saw the gap decrease while Black/African American and Latinx saw a large increase. Continued efforts need to be made to ensure that these gaps not only close, but also starting points increase. For example, Latinx part-time students had a 33% retention rate in fall 2022 to fall 2023, compared to 40% overall retention rate for part-time students at the college. Due to persistent disparities in enrollment and retention for historically underserved populations, it is a key strategy for the college to audit policies to remove barriers to success.



Middlesex has been a partner with EAB for more than five years, using the Navigate platform to coordinate services, interventions, enrollment campaigns, and analytical data to respond to performance trends. While the college has had retention success with early-alert interventions and app activity, Middlesex will scale up use to improve persistence and retention.

In order to track enrollments from the new Tuition Equity Program allowing eligible undocumented students to pay the in-state tuition, the Office of IR will explore developing a dashboard to track the number of students in the Tuition Equity Program beginning in spring 2025.

The college has been responsive to students' mental health and basic needs. The creation of the WRC responds to the increased need for wellness resources on campus, including mental health and basic needs resources such as food and housing. In July 2022, the college received state funds to support the mental health needs of students. Some of these funds were used to contract with Christie Campus, a mental health platform for college students, which includes a 24/7 Student Support Line and free counseling appointments with licensed clinicians. This service was discontinued after the 2022-2023 Academic Year. A partnership with William James College provides Middlesex with a mental health counseling intern on campus and professional development opportunities. The college added a full-time Coordinator of Wellness Education position to its Student Support team. A partnership with the JED Foundation provides expert support, evidence-based best practices, and data-driven guidance to protect student mental health and prevent suicide. Supported by JED, the college will engage in a multi-year process from needs assessment data gathering, to customized strategic planning based on that data, all the way through to support and assistance for the execution of those plans, with the goal of improving mental health services and outcomes for students. Combined, all of these resources increase capacity to support the significant and growing mental health needs of the student population.

Since 2020, the Office of Essential Needs has offered innovative ways to meet the increasing basic needs of students such as mailing grocery gift cards to students' homes, increasing hours of access to food pantries, and providing a greater quantity and variety of food resources. Changes in food pantry access that occurred during the pandemic have stayed in place with both pantries now open and accessible seven days a week for twelve hours per day. The food pantry has hired a part time Coordinator of Access to Healthy Foods increasing capacity for food pickups as well as community partnerships to bring more free food to our campuses.

The SASS office is revising documentation and intake processes for students who have documented diagnoses including psychiatric disorders as well as sensory, learning, mobility, and other needs. These revisions are aimed at ensuring students are able to access support services with minimal barriers.

Since the midterm report, the college has made great strides improving student onboarding. In fall 2019, more than 1,300 students completed online orientation (one component of the new 'Orientation+') and passed the assessment with a score of 83% or higher. Enrollment in the FYE 1-credit seminar (IDS 101) reached 630 students (another component of 'Orientation+'). Reflection assignments in the course indicated students learning key resources and success strategies. Engagement Week events (yet another component of 'Orientation+') were assessed by surveys and qualitative feedback with positive response from students. Students enrolling in the FYE sections (IDS 101) that were part of Orientation+ had a 95% course completion rate, an overall term GPA of 2.66, with 78% of these students persisting to the following spring semester (higher than the college average).

Projections

- By fall 2024, a revised Enrollment Management and Recruitment Plan will be published.
- The Office of IR will explore developing a dashboard to track the number of students in the Tuition Equity Program beginning in spring 2025.
- Our goal is to increase enrollment by 5% for fall of 2024. This includes degrees, certificates, and dual enrollment (see Data First form Std. 7.6).
- In fall 2024, Academic and Student Affairs will assess and expand Orientation+ and offer online orientation in multiple languages to further develop students' sense of belonging.
- In fall 2024, Enrollment Services and Advising will work with faculty to increase use of Navigate's intervention measures and early-alert functions to identify students who are struggling academically as well as recognize students who are excelling.
- Beginning in fall 2024 and guided by the Office of DEB, the college will audit policies and practices to align with equity-minded principles.

Standard 5: Students (Admissions, Fall Term) Credit Seeking Students Only - Including Continuing Education	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Projected Goal Fall 2024
Undergraduate Freshmen					
Completed Applications	4,100	4,363	2,935	3,007	3,082
Applications Accepted	3,860	4,036	2,491	2,785	2,855
Applicants Enrolled	1,008	1,039	918	1,041	1,145
% Accepted of Applied	94.1%	92.5%	84.9%	92.6%	92.6%
% Enrolled of Accepted	26.1%	25.7%	36.9%	37.4%	40.1%
Percent Change Year over Year					
Completed Applications	-	6.4%	-32.7%	2.5%	2.5%
Applications Accepted	-	4.6%	-38.3%	11.8%	2.5%
Applicants Enrolled	-	3.1%	-11.6%	13.4%	10.0%
Average of statistical indicator of aptitude of enrollees: (define below)	-	-	-	-	-
Undergraduate Transfers					
Completed Applications	1,194	1,450	1,436	1,574	1,613
Applications Accepted	1,026	1,147	1,117	1,309	1,342
Applications Enrolled	457	456	473	553	559
% Accepted of Applied	85.9%	79.1%	77.8%	83.2%	83.2%
% Enrolled of Accepted	44.5%	39.8%	42.3%	42.2%	41.6%
Undergraduate Readmissions					
Completed Applications	1,251	1,153	746	967	991
Applications Accepted	1,033	844	641	888	910
Applications Enrolled	272	254	260	398	438
% Accepted of Applied	82.6%	73.2%	85.9%	91.8%	91.8%
% Enrolled of Accepted	26.3%	30.1%	40.6%	44.8%	48.1%
Master's Degree					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Source: HEIRS admissions report submitted to Massachusetts DHE.

MCC is open admissions and do not require test scores to indicate aptitude of applicants.

Projections: Based on a 2.5% increase in applications and accepted admissions and a 10% increase in enrollment due to state last-dollar grant opportunities.

Standard 5: Students Credit-Seeking Students Only - Including Continuing Education					
	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Projected Goal Fall 2024
First-Year Undergraduate					
Full-time Headcount	1,239	1,199	1,070	1,092	1,139
Part-time Headcount	3,082	3,549	4,616	5,102	5,323
Total Headcount	4,321	4,748	5,686	6,194	6,463
Total FTE	2,319	2,303	2,332	2,468	2,583
Second-Year Undergraduate					
Full-time Headcount	699	636	529	584	609
Part-time Headcount	1,864	1,750	1,555	1,502	1,567
Total Headcount	2,563	2,386	2,084	2,086	2,176
Total FTE	1,539	1,387	1,208	1,204	1,260
Third-Year Undergraduate					
Full-time Headcount	0	0	0	0	0
Part-time Headcount	0	0	0	0	0
Total Headcount	0	0	0	0	0
Total FTE	0	0	0	0	0
Fourth-Year Undergraduate					
Full-time Headcount	0	0	0	0	0
Part-time Headcount	0	0	0	0	0
Total Headcount	0	0	0	0	0
Total FTE	0	0	0	0	0
Unclassified Undergraduate					
Full-time Headcount	0	0	0	0	0
Part-time Headcount	0	0	0	0	0
Total Headcount	0	0	0	0	0
Total FTE	0	0	0	0	0
Total Undergraduate Students					
Full-time Headcount	1,938	1,835	1,599	1,676	1,749
Part-time Headcount	4,946	5,299	6,171	6,604	6,890
Total Headcount	6,884	7,134	7,770	8,280	8,639
Total FTE	3,858	3,690	3,540	3,672	3,843
% Change FTE Undergraduate	-	-4.4%	-4.1%	3.7%	4.7%
Graduate Students					
Full-time Headcount	0	0	0	0	0
Part-time Headcount	0	0	0	0	0
Total Headcount	0	0	0	0	0
Total FTE	0	0	0	0	0
% Change FTE Undergraduate	-	-	-	-	-
Grand Total					
Grand Total Headcount	6,884	7,134	7,770	8,280	8,639
Grand Total FTE	3,858	3,690	3,540	3,672	3,843
% Change Grand Total FTE	-	-4.4%	-4.1%	3.7%	4.7%

Please enter any explanatory notes in the box below

Data Notes: First Year students have earned credits less than 30 credits. Second year students have earned 30 or more credits.

Projections: Headcount projection is carried over from 4.3 and broken out based on Fall 2023 proportions. FTE projection is based on a 4.66% increase from fall 2023 to account for projected increases due to state last-dollar grant opportunities.

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
https://www.middlesex.mass.edu/about/mission.aspx					
	FY 2021	FY 2022	FY 2023		
Three-year Cohort Default Rate	8.0%	2.4%	0%		
	3 Years Prior FY 2020	2 Years Prior FY 2021	Most Recent Year FY 2022	Current Year FY 2023	Projected Year FY 2024
Student Financial Aid					
Total Federal Aid	$16,204,866	$16,760,787	$13,412,424	$12,477,474	$10,720,304
Grants	$9,750,678	$7,266,617	$6,734,501	$6,438,840	$7,830,845
HEERF/Pandemic Grants	$2,027,527	$6,261,647	$3,936,916	$3,203,400	-
Loans	$4,269,744	$3,168,464	$2,712,179	$2,766,768	$2,794,459
Work Study	$156,917	$64,059	$28,828	$68,466	$95,000
Total State Aid	$3,708,585	$3,405,044	$3,388,669	$3,527,242	$7,007,688
Grants	$3,676,935	$3,194,244	$3,388,669	$3,520,492	$7,007,688
HEERF/Pandemic Grants	$31,650	$210,800	-	$6,750	-
Total Institutional Aid	$1,692,318	$1,448,848	$1,915,886	$1,909,404	$1,906,932
Grants	$1,690,983	$1,448,848	$1,909,082	$1,909,404	$1,906,932
HEERF/Pandemic Grants	$1,335	-	$6,804	-	-
Loans	$0	$0	$0	$0	$0
Total Private Aid	$1,295,815	$1,168,486	$1,238,452	$1,226,080	$1,230,000
Grants	$683,785	$778,561	$857,179	$919,529	$920,000
Loans	$612,030	$389,925	$381,273	$306,551	$310,000
Student Debt (Percent of Students Graduating with Debt)					
Undergraduates	33%	32%	35%	27%	27%
Graduates	-	-	-	-	-
First professional students	-	-	-	-	-
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$9,318	$9,672	$9,740	$10,246	$10,246
Graduates	-	-	-	-	-
First professional students	-	-	-	-	-
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$5,451	$5,897	$5,963	$6,459	$6,459
Graduate Students	-	-	-	-	-
First professional students	-	-	-	-	-
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	1%	1%	1%	1%	1%
English (reading, writing, communication skills)	14%	5%	4%	5%	5%
Math	18%	19%	16%	17%	17%
Other	-	-	-	-	-

Please enter any explanatory notes in the box below
1. Default Rate Data - FY23 reflects FY2020 data; FY22 reflects FY2019 data and FY21 reflects FY 202018 data

Standard 5: Students (Student Diversity) Fall 2023					
Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled	Admissions Rate	Enrollment Rate
Category of Students					
New Applicants - Gender					
Female	1,774	1,589	570	90%	36%
Male	1,218	1,182	457	97%	39%
Unreported	15	14	14	93%	100%
New Applicants - IPEDS Race/Ethnicity					
American Indian or Alaskan Native	6	4	2	67%	50%
Asian	327	303	155	93%	51%
Black or African American	295	268	94	91%	35%
Hispanic or Latino	832	749	260	90%	35%
Native Hawaiian or Other Pac Islander	6	5	2	83%	40%
Two or More Races	119	106	47	89%	44%
White	1,253	1,191	423	95%	36%
Non-Resident Alien	146	136	50	93%	37%
Unreported	23	23	8	100%	35%
New Applicants - Age Group					
Under 18 Years Old	128	118	43	92%	36%
18-24 Years Old	1,998	1,837	773	92%	42%
25-29 Years Old	227	207	62	91%	30%
30-39 Years Old	347	326	91	94%	28%
40-49 Years Old	150	143	47	95%	33%
50-59 Years Old	56	53	15	95%	28%
60 or Older	11	11	3	100%	27%
Unreported	90	90	7	100%	8%
Financial Aid Applicant					
Submitted FAFSA	1,558	1,479	745	95%	50%
Did not Submit FAFSA	1,449	1,306	296	90%	23%
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled	Admissions Rate	Enrollment Rate
Category of Students					
n/a	0	0	0	0%	0%

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal Fall 2024
Category of Students					
Gender					
Female	896	3,905	4,801	2,144.6	5,009
Male	774	2,636	3,410	1,507.6	3,558
Unreported	6	63	69	19.8	72
IPEDS Race/Ethnicity					
American Indian or Alaskan Native	4	13	17	6.0	18
Asian	228	1,175	1,403	530.4	1,464
Black or African American	131	579	710	326.6	741

Hispanic or Latino	330	1,273	1,603	725.5	1,673
Native Hawaiian or Other Pac Islander	0	3	3	1.7	3
Two or More Races	90	238	328	166.0	342
White	814	2,914	3,728	1,748.0	3,890
Non-Resident Alien	75	340	415	149.8	433
Unreported	4	69	73	17.9	76
Age Group					
Under 18 Years Old	44	2,584	2,628	458.2	2,742
18-24 Years Old	1,310	2,235	3,545	2,196.9	3,699
25-29 Years Old	127	605	732	374.5	764
30-39 Years Old	139	702	841	418.5	877
40-49 Years Old	40	289	329	149.3	343
50-59 Years Old	14	124	138	56.9	144
60 or Older	2	49	51	15.3	53
Unreported		16	16	2.3	17
Dual Enrollment Indicator					
Dual Enrolled	98	3,077	3,175	653.1	3,313
Not Dual Enrolled	1,578	3,527	5,105	3,018.9	5,326
Financial Aid Applicant					
Submitted FAFSA	1,119	2,045	3,164	2,016.7	3,301
Did not Submit FAFSA	557	4,559	5,116	1,655.3	5,338
First Generation Status					
First Generation	716	2,176	2,892	1,526.9	3,017
Not First Generation	781	2,142	2,923	1,563.0	3,050
Unreported	179	2,286	2,465	582.1	2,572

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal Fall 2024
Category of Students					
n/a	0	0	0	0.0	0

Please enter any explanatory notes in the box below
Sources: Admissions data is based off of fall final admissions data reported to Massachusetts DHE. Enrollment is as of fall census as reported to Massachusetts DHE. Fall census occurs on October 15th. Projections: Headcount projection is based off of 4.3 and proportions based on fall 2023 demographic characteristics.

STANDARD SIX:
TEACHING, LEARNING AND SCHOLARSHIP

Description

Faculty and Academic Staff

Since 2013, Middlesex has been a member of the Leading for Change Racial Equity & Justice Institute. In 2019, the Office of DEI led the development of a diversity and equity plan focused on four goals, which included 1) focus on building an equity-minded culture to sustain inclusive excellence; 2) rely on and widely communicate disaggregated data to make strategic, equity based decisions; 3) align existing and commit new institutional resources to make changes to support equity; and 4) assess ongoing efforts and document progress to sustain momentum and ensure equitable outcomes for all students. In 2020, the Leading for Change Racial Equity & Justice campus team developed a list of actions aligned with the diversity and equity plan. These were developed in response to the need for action in anticipation of a time of change and urgency to advance equity. The actions included naming race equity as an overarching priority that is infused in all areas and messaged regularly.

Middlesex provides clear definitions of faculty responsibilities and ranks in two collective bargaining agreements with MCCC. One agreement is for full-time and part-time day faculty and professional staff and the other agreement is for adjunct faculty (referred to as Division of Continuing Education or DCE). In 2023, the college employed 101 full-time and 283 part-time faculty. Of the full-time faculty, 72% identify as female and 32% as people of color. Faculty hold academic credentials appropriate to their teaching responsibilities. Of the full-time faculty, 26 have doctoral degrees as their highest earned degree, 69 have master's degrees, and four hold bachelor's degrees (faculty credentials are as of FY24 IPEDS report). Faculty with academic preparation at the bachelor and professional licensure levels have well-documented professional competencies, experience in their field, and teach within their area of expertise, allowing the college to offer well-regarded programs and courses in appropriate career fields consistent with its mission.

Librarians, success coaches, academic advisors, career advisors, and student support specialists, provide direct services to students for all teaching sites. The work of these professional staff members complements the work of the faculty in and out of the classroom to fulfill the college's mission. In 2023, the college employed 238 full-time academic staff and 135 part-time. Of full-time staff, 66% identify as female and 32% as people of color.

Table 6.1 Fall 2023 Headcount of Faculty by Rank

Rank	Faculty Headcount	Percent of Total	% Point Change from Fall 2020
Professor	75	20%	+2 Percentage Points
Associate	14	4%	-2 Percentage Points
Assistant	10	3%	-1 Percentage Point
Instructor	283	74%	+2 Percentage Points

All full-time and part-time faculty, professional staff, and administrators are members of FSA, the shared governance body, and have opportunities to participate in shared governance through FSA General Assembly meetings and committees. All full-time faculty, part-time faculty, and professional staff have opportunities for departmental, division, and collegewide involvement through department meetings and initiatives, division meetings, advising student groups, program reviews, assessment projects, Assessment Days, Professional Days, and collegewide Critical Conversations.

According to the MCCC collective bargaining agreement, full-time faculty members have a contractual standard instructional workload of a minimum of 29 instructional hours per week and a maximum of 35l instructional hours per week with no more than three preparations per semester and no more than five preparations per year. Full-time faculty workload also includes non-instructional duties such as student advisement, office hours, and college service. College service may involve serving as

an advisor to student clubs and organizations; serving on governance, ad hoc, standing, system-wide, or labor-management committees; preparing grant proposals; participating in college, division, department or other college meetings and activities; participation in the assessment and development of academic programs; and serving as a department chair. College service may also include professional development activities such as related graduate study; in-service training; research and other college-recognized contributions to a faculty member's area of competence; participation in college recognized professional associations, including teachers' organizations. Attending department meetings, division meetings, FSA meetings, Professional Days, Assessment Days, convocation, and graduation are required of all full-time faculty.

Middlesex follows a blended advising model incorporating professional staff and faculty advisors. Full-time faculty are contractually obligated to serve as academic advisors to a cohort of students. Students may connect with professional advisors and faculty who provide guidance on course planning, program requirements, academic progress, academic policies, career planning, and transfer specific to the needs of the student. New students and special populations are primarily advised by professional staff, while returning students with earned credits are assigned to faculty advisors within their program or division. Professional advisors work with students who are undecided about their majors, providing guidance and career exploration and helping them choose a major aligning with their interests and goals. Faculty and professional advisors work collaboratively to support students' academic success. Students are encouraged to meet with faculty advisors and professional advisors regularly to ensure they are making progress toward their academic goals and are taking advantage of all available resources and support. Student interactions such as meetings, appointments, notes are recorded in Navigate and viewable to all advisors at the college. This documentation allows student support personnel to understand the background of the student and other support they are receiving on campus. Faculty and staff advisors receive information throughout the semester via emails, chat, and other channels. Advisors are invited to information and training sessions throughout the semester to ensure they are utilizing common resources and updated information when supporting a student.

Middlesex has an Office of Professional and Instructional Development which helps direct professional development resources to college employees. Twice a year the college has Professional Days for faculty and staff, as well as an Assessment Day in the spring. All full-time employees may apply for up to $1,000 per fiscal year of available to pursue professional development opportunities ($750 for part-time employees). As full-time employees, faculty have access to the LinkedIn Learning professional development library on demand, which has more than 5,000 courses. Faculty may apply for mini-grant funds to support innovative teaching and learning projects. The college supports faculty development through online workshops, conference funding, and the work of the faculty-led Scholarship of Teaching and Learning (SoTL) Community. Faculty and professional staff are encouraged to apply for sabbatical leave after six years of service to pursue their creative and academic interests. The Middlesex Faculty Academy has trained 24 faculty members in the application of Real Talk Pedagogy and continues to enroll new cohorts. The Faculty Academy is a three-year commitment that involves faculty taking a deep dive into methods of building authentic connections with students and adapting their teaching practices by breaking down socially constructed barriers. Since 2019, 135 full- and part-time faculty have participated in Association of College and University Educators (ACUE) courses focused on inclusive and equitable teaching and learning. In spring 2020, all faculty and academic staff were trained in online delivery of their content. In spring 2023, in response to the student mental health crisis, Middlesex collaborated with William James College to offer faculty and staff mental health professional development. All these initiatives provide faculty and staff with opportunities to enhance the quality of teaching and learning and encourage experimentation to improve instruction.

The SoTL Community is at the core of the college's commitment to faculty development. The SoTL Community is a grass-roots group of faculty and staff who engage in action research projects and scholarly inquiries to improve teaching and learning. Beginning in 2000 as a part of the Carnegie Academy for the SoTL Scholars Program, it evolved to the SoTL Community in 2011. This group of self-selected scholars has monthly meetings, a SoTL Book Club, a January retreat, and an annual spring Get Inspired! Conference. The SoTL Community had an initiative to mentor new faculty as facilitators of the ACUE new faculty program. Faculty in the SoTL Community have actively engaged in the 100 More! Project, an action research project inquiring into what it takes for 100% of the students in a class to complete the course (without lowering

academic standards) and register for the following semester. The completion and registration results of students in classes with faculty participating in 100 More! have been significantly higher compared to students in similar courses not in the project with results especially pronounced for BIPOC students.

The Middlesex IRB employs a high standard of ethics to protect the welfare of human subjects in research. Review of research methodology is completed, and approval obtained, prior to any interventions with students or employees that will contribute to generalizable knowledge. For example, faculty and staff frequently engage in research as part of their doctoral programs or on grant sponsored projects. In 2022, the Institutional Review Board approved collaborative research for three faculty studying at separate institutions. Middlesex holds the applicable Office for Human Research Protections-approved Federalwide Assurance (FWA) required under U.S. Department of Health and Human Services regulations.

Middlesex is an affirmative action employer and strongly encourages members of underrepresented groups, minorities, women, veterans, persons with disabilities, and all persons committed to diversity and inclusive excellence to apply to open positions. The new strategic plan, With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027, highlights a strategic objective to hire, develop, and retain diverse talent to foster an inclusive workforce and to establish metrics to increase the diverse composition of talent pools and representation at all levels of the organization. The HR Department made significant changes in recruitment efforts over the last year to support the college's strategic plan. HR updated job descriptions in an effort to attract candidates who may not have applied otherwise. Updated job descriptions include an equivalency statement for credentials (when applicable) and highlight how the college promotes a culture of inclusion. HR shares its job postings on more than 30 job boards, including many focusing on underrepresented groups such as people of color, veterans, those with a prescribed disability status, women, LGBTQIA+ and many more. HR supports hiring managers to identify members of a search committee, who must complete search committee training every three years. This training addresses topics such as inclusive hiring, the college's hiring policies, implicit biases, and how to select qualified candidates. Faculty have a strong influence on full-time faculty hiring decisions through their active participation on search committees. For full-time faculty positions, search committees determine the content of a teaching demonstration and whether to use any additional skills or knowledge assessments such as practicum tests, technology tests, samples of work, or portfolios. Since April 2021, HR automated new hire paperwork to an online system. New hires are provided with an electronic offer letter and onboarding materials. Onboarding materials include applicable policies, collective bargaining agreements, state and federal requirements, and institutional procedures.

New faculty are integrated into the college through new employee orientation and multi-week seminars on effective teaching that introduce them to the college's mission and expectations for student learning. New full-time faculty are also required to participate in a multi-week asynchronous course provided by ACUE focusing on evidence-based and inclusive teaching practices. Adjunct faculty are encouraged to participate in an ACUE course and receive a stipend for successful completion. New faculty are encouraged to join SoTL as part of their ongoing professional learning.

Faculty and professional staff members' employment is governed under the MCCC collective bargaining agreement which sets parameters and structure for salaries. Faculty and academic staff in benefitted positions are eligible to receive benefits through the Commonwealth's Group Insurance Commission (GIC). The college uniformly applies the MCCC collective bargaining agreement's compensation structure. Faculty and professional staff are provided with a salary calculation worksheet at the time of hire which outlines relevant experience aligned with a point system that determines the final salary. After hire, the HR systems and reporting specialist monitors faculty and professional staff's progression on the salary grid to ensure employees are accurately paid in accordance with increases outlined in the contract. Employees are provided with notifications from HR when they are eligible to receive such increases.

The college provides ongoing support to managers and supervisors to ensure that they are given the tools they need to help their staff succeed. In 2018, the HR department created a new role of labor relations specialist to help focus on addressing employee issues that may arise from union employees and offer supervisors and managers support during difficult discussions with employees.

During the most recent contract negotiations between MCCC and the BHE, a memorandum of agreement (MOA) was entered into allowing for salary adjustments for existing employees when a full-time faculty member or full-time professional staff member is hired at a higher annual salary due to competitive market factors (see MCCC Union website for current salary grids). Given that the Massachusetts higher education landscape provides multiple opportunities for employment, it is important for the college to remain competitive. The college has utilized this MOA to resolve pay inequities for full-time faculty in high demand fields and will continue to review salaries of current employees.

According to the MCCC collective bargaining agreement, full-time faculty members provide academic deans with their preferred schedule and courses to be taught through a contractual preference form. Adjunct faculty members submit availability forms to their department chair or dean. Academic deans meet on a regular basis with staff from Advising and Enrollment Management to develop academic schedules that support the timely completion of academic programs, following recommended academic maps and pathways, while honoring faculty preferences as much as possible and accounting for adjunct faculty availability.

Full-time faculty responsibilities are outlined in the MCCC collective bargaining agreement. Part-time, adjunct instructors are governed under the DCE collective bargaining agreement. Both contracts provide guidance to employees and administrators regarding recruitment, appointment, retention, evaluation, promotion, tenure, and resolving grievances. Both contracts also provide guidelines on the rights and responsibilities of faculty and staff, including the right to academic freedom. Middlesex endorses the principles and standards of academic freedom and academic responsibilities developed by the American Association of University Professors. Faculty maintain academic freedom regarding their teaching content and course materials. Grievance procedures outlined in collective bargaining agreements are available to faculty who feel these rights have been violated. College administration maintains a strong relationship with the MCCC/DCE union stewards to ensure important information is communicated directly with faculty and professional staff. Information is readily available on the HR webpage and updates are provided through a monthly HR Happenings newsletter.

Evaluation of full-time faculty is intended to ensure faculty are effective and professional in their assigned responsibilities. All full- and part-time faculty members must submit a syllabus to their dean or department chair for each assigned class by the end of the first week of classes. The syllabus must include all materials on the contractually-approved checklist. Each syllabus must include instructional methodology, course objectives, content, and activities. Faculty are assigned student advisees and must post their office hour availability. Per the contract, faculty are responsible for identifying and documenting college service and advising each semester and submitting the service form to their dean at the end of the semester.

Faculty evaluations and feedback procedures are followed as directed by the union contract. Evaluations for full-time faculty follow a set of six processes that include course materials evaluation, classroom observation, student advisement, college service, personnel review, and summary evaluation. A copy of the summary evaluation is shared with the faculty member by a designated time. The faculty member can request an opportunity to meet with the president or their designee to discuss their summary evaluation. Non-tenured faculty are evaluated each year preceding their tenure. After tenure, evaluations are conducted every third year. Personnel files are kept for all employees, and they are accessible for review on request of the employee. The employee is free to add any additional artifacts to their file. Non-tenured faculty are observed and evaluated on their classroom teaching once a year and once every three years once they are tenured. Such evaluations allow the faculty to reflect on their pedagogical approaches, methods of delivery, and creation of a welcoming classroom environment. All faculty are subject to student evaluations each semester in each course taught. In addition, the college engages in 360˚ surveys for administrators' evaluations.

Professional staff are evaluated per the MCCC collective bargaining agreement. The evaluation process includes a pre-evaluation conference with the professional staff's supervisor and a review of their current job description, student advising responsibilities, college service requirements, personnel file review, a summary evaluation, and post evaluation conference. When a summary evaluation is provided to the staff member, they have the right to request a meeting with the president or

their designee to discuss the summary evaluation. After the staff member is tenured, they will have an assessment every third year.

Teaching and Learning

Middlesex faculty are experts in their fields and design course content, learning outcomes, and program requirements that meet generally accepted academic and professional standards. Advisory board members, external accrediting bodies, and faculty colleagues from transfer institutions ensure that course content, pedagogy, and program outcomes align with accepted practices and expectations in the discipline. The many articulation agreements between the college and baccalaureate institutions demonstrate that Middlesex courses and programs adhere to generally accepted standards and expectations.

Faculty employ a variety of instructional techniques to effectively respond to the diverse capabilities and needs of students. High impact practices are integrated into the curriculum and faculty pedagogy, and faculty align course content with ISLOs. Instructors are required to explicitly state ISLOs on their syllabus. Academic departments conduct program reviews periodically to ensure the curriculum is meeting program requirements and the needs of the various stakeholders including students, employers, external accrediting bodies, and transfer institutions. (See Standards 4 & 8 for more comprehensive information.) Changes to the curriculum, new programs, and new course offerings go through a robust review process that starts at the department level, then go to the division, the FSA Curriculum Committee, and the FSA General Assembly before final approval from the provost. Deliberations and discussions are held at each stage to review and revise the proposal. Annual collegewide Assessment days provide opportunities for faculty to evaluate student artifacts to gauge assignment quality and achievement of ISLOs. An example of a program review that led to improvements in instruction is when in 2020 the paralegal faculty adjusted the prerequisites for PAR 110 Legal Research and Writing I. This course had the lowest completion rate within the program. Instead of requiring eligibility for ENG 101 English Composition I, the program now requires the successful completion of ENG 101.

Middlesex offers a range of learning modalities and scheduling options including face-to-face, hybrid, synchronous and asynchronous online, and HyFlex. These flexible options paired with small class sizes provide learning opportunities ideal for the college's student population. The collective bargaining agreement limits class size for the first two course offerings of online courses to a maximum of twenty-five students, unless the instructor agrees to a larger class size. Class size for traditional didactic classes is limited to a maximum enrollment of thirty-two students per course section except for English Composition, introductory foreign languages, and developmental courses which are limited to 22 students. ELL courses have a maximum of 15 students. Math classes can range from 25-30 students depending on the type of course.

Since 2020 when COVID-19 disrupted course delivery, instructional designers have provided workshops, office hours, one-on-one meetings, and Zoom supports to ensure faculty are prepared and comfortable using various technologies in the classroom, including Zoom, HyFlex, PowerPoint, Mentimeter, Perusal, VoiceThread, Examsoft, and other multimedia tools. The college also compensated skilled, experienced online faculty to mentor new online instructors. Faculty and staff learned much from collective efforts to adapt during this time. These efforts included three cohorts of ACUE to promote equitable teaching practices and SoTL's action research to learn where we were falling short in supporting and retaining students. The Academic Technology & Distance Learning department created data dashboards to review trends disaggregated by modality and race to assess what tools, practices, and efforts could be employed to help students succeed in online learning.

Academic programs offer a mix of program-specific and elective courses which allow students to learn from a variety of faculty with different strengths, viewpoints, and disciplinary perspectives. Program and course-level learning outcomes guide course content while allowing instructors flexibility on how to deliver instruction. An example of a course with multiple sections that has a balance of consistency in learning outcomes and flexibility would be ENG 101 English Composition I. This course is taught in a variety of instructional modes including online synchronous, online asynchronous, HyFlex, face-to-face, and in a variety of semester lengths including traditional 15-weeks, eight-week accelerated, four-week accelerated, and three-week accelerated, all meeting the Carnegie credit hour requirement for contact hours and out of class work. ENG 101 English

Composition I is also taught by a range of DCE and full-time faculty, each with their own specific expertise and focus, but all still meeting the same common course outcomes.

Appraisal

Faculty and Academic Staff

We recognize that NECHE's response to the 2019 Interim Five-Year Accreditation Report requested we give emphasis to the college's continued success addressing goals for diversity among its faculty and academic staff. The college's commitment to the achievement of DEI in hiring, developing, and retaining diverse talent is evident (see Table 6.4 below). The racial diversity of all employee categories of full-time faculty, part-time faculty, full-time staff, and part-time staff increased in the four years between 2018-2019 and 2022-2023. The college is steadfast in retaining and increasing diverse faculty and staff. The HR department's focus on implementing best practices in recruitment methods has resulted in these positive outcomes. The college continues to utilize expanded talent solutions to include targeted recruitment to job search engines focused specifically on underrepresented groups such as people of color, veterans, those with a prescribed disability status, women, LGBTQIA+, and many more. Continued emphasis will be placed on the recruitment of diverse part-time faculty and staff positions.

Table 6.2 Racial Diversity Among Employee Groups

Employee Group	2018-2019	2022-2023
Full-time faculty of color	28%	31%
Part-time faculty of color	10%	12%
Full-time staff of color	25%	32%
Part-time staff of color	29%	30%

Middlesex faculty are well prepared for their positions, with 96% of full-time faculty holding advanced degrees. The MCCC collective bargaining agreement provides a well-defined and transparent structure for faculty employment that addresses salary, workload, evaluations, and grievance procedures. The collective bargaining agreement and institutional culture ensure that academic freedom is respected and maintained. The constraints of the bargained salary structure make it increasingly difficult to hire full-time faculty in competitive fields such as engineering, IT, and nursing. The institution's culture of learning results in faculty and staff having ample opportunity to pursue college-sponsored professional development.

Teaching and Learning

Middlesex has been a partner with EAB for more than five years, utilizing their Navigate platform to coordinate services, intervention measures, enrollment campaign management, and utilizing analytical data to react to performance trends. Alerts, targeted messages initiated by faculty, let students and advisors know of students' course progress at different points in the semester. Data from 2020 to 2022 demonstrated students who received a Navigate Alert were more likely to improve their grade from Unsatisfactory (below a C-) at midterm to Satisfactory for their final grade (Table 6.3).

The Navigate system provides students with information to assist in improving their grades such as tutoring opportunities. However, it also incorporates other support systems such as student success and advisors so that these departments can personally reach out to students. There is room for improvement as not all students who are in danger of failing a class midway through the semester are alerted through Navigate. This system relies on faculty teaching the courses to enter the Alert on each student. While the college has had success with early-alert interventions and app activity, the use of Navigate by faculty will need to increase to improve student persistence and retention.

Table 6.3 Students with Midterm Deficiencies (Received Navigate Alert vs Those Who Did Not)

Semester	Did not receive alert	% Who passed	Received alert	% Who passed	Total deficiencies
Fall 2020	1049	16%	818	29%	1867
Spring 2021	970	21%	244	28%	1214
Fall 2021	676	9%	1382	25%	2058
Spring2022	502	14%	637	25%	1139

Middlesex was in the process of implementing online academic advising before the pandemic, but the pandemic accelerated the plan. Within one week of closing physical campus locations, students were able to meet with academic advisors via Blackboard Collaborate and the appointment scheduling platform in Navigate was updated to allow online appointments. Now, virtual advising is here to stay. Students can schedule to meet on-campus or online, providing more flexibility and responsiveness. Virtual appointments now make up about 70% of advising interactions, and advising staff report that incidences of "no shows" on the part of students have dropped appreciably.

Projection

- HR will continue to implement best practices in hiring to increase the diversity of faculty and staff to reflect the students and communities Middlesex serves.
- Advising, Admissions, and OCIL will work together to recommit to the college's work with academic pathways and continue to refocus/refine the number of students in Liberal Studies.
- The Academic Technology & Distance Learning department, the director of professional development, and the SoTL Community will work with faculty to improve online learning through data-informed and universal design practices.
- By fall 2025, 60% of students who receive a midterm deficiency grade will also receive a Navigate alert. The assistant dean of advising will work with academic divisions and departments on continued training on Navigate and provide data showing improvement student success.
- To eliminate redundancy of faculty entering midterm deficiencies in the Banner system and Navigate, IT will explore if data can be entered in Navigate only with a determination made by spring 2025.

Standard 6: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023
Number of Faculty by category				
Full-time	110	104	101	99
Part-time	284	272	280	283
Adjunct	0	0	0	0
Clinical	0	0	0	0
Research	0	0	0	0
Visiting	0	0	0	0
Other; specify below:	0	0	0	0
Total	394	376	381	382
Percentage of Courses taught by full-time faculty				
	28%	28%	27%	26%
Number of Faculty by rank				
Professor	70	71	68	75
Associate	23	23	24	14
Assistant	17	10	9	10
Instructor	284	272	280	283
Other; specify below:	0	0	0	0
Total	394	376	381	382
Number of Academic Staff by category				
Librarians	11	10	9	9
Advisors	12	11	10	11
Instructional Designers	1	1	1	1
Other; specify below:	0	0	0	0
Total	24	22	20	21

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)					
		3 Years Prior FY 2021	2 Years Prior FY 2022	1 Year Prior FY 2023	Current Year FY 2024
Highest Degree Earned: Doctorate					
Faculty	Professor	17	22	18	22
	Associate	3	4	6	3
	Assistant	3	2	1	1
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	23	28	25	26
Academic Staff	Librarians	1	1	0	0
	Advisors	2	2	1	1
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Master's					
Faculty	Professor	51	47	48	51
	Associate	19	18	18	11
	Assistant	12	7	7	7
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	82	72	73	69
Academic Staff	Librarians	7	6	6	6
	Advisors	9	9	9	10
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Bachelor's					
Faculty	Professor	2	2	2	2
	Associate	1	1	0	0
	Assistant	1	1	1	2
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	4	4	3	4
Academic Staff	Librarians	2	2	2	2
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Professional License					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	0	0	0	0
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0

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 2021		2 Years Prior FY 2022		1 Year Prior FY 2023		Current Year FY 2024	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor		0	0	1	0	0	0	1	0
Associate		0	0	1	0	0	0	0	0
Assistant		1	0	1	0	9	0	2	0
Instructor		0	5	0	23	0	37	0	41
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		1	5	3	23	9	37	3	41
Number of Faculty in Tenured Positions									
Professor		70	0	71	0	68	0	75	0
Associate		4	0	3	0	0	0	0	0
Assistant		0	0	0	0	0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		74	0	74	0	68	0	75	0
Number of Faculty Departing									
Professor		1	0	2	0	2	0	1	0
Associate		1	0	1	0	1	0	0	0
Assistant		1	0	0	0	2	0	0	0
Instructor			14		6		4		2
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		3	14	3	6	5	4	1	2
Number of Faculty Retiring									
Professor		5	0	5	0	4	0	1	0
Associate		0	0	0	0	0	0	0	0
Assistant		0	0	0	0	0	0	0	0
Instructor		0	1	0	1	0	5	0	1
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		5	1	5	1	4	5	1	1
Fall Teaching Load, in credit hours									
Professor	Maximum	37.0	-	39.0	-	36.0	-	39.0	-
	Median	13.0	-	15.0	-	14.0	-	15.0	-
Associate	Maximum	31.0	-	27.0	-	31.0	-	35.0	-
	Median	15.0	-	15.5	-	17.0	-	16.5	-
Assistant	Maximum	12.0	-	16.0	-	24.0	-	28.0	-
	Median	4.0	-	6.0	-	9.0	-	15.0	-
Instructor	Maximum	-	21.0	-	36.0	-	42.0	-	27.0
	Median	-	4.0	-	4.0	-	4.0	-	4.0
No rank	Maximum	-	-	-	-	-	-	-	-
	Median	-	-	-	-	-	-	-	-
Other	Maximum	-	-	-	-	-	-	-	-
	Median	-	-	-	-	-	-	-	-

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years Prior FY 2020		2 Years Prior FY 2021		1 Year Prior FY 2022		Most Recent Completed Year FY 2023	
Course Subject/Department	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department								
Academy of Health Professions		7		7		7		8
Advanced Manufacturing		2						
Anthropology	1	5	1	3		3		4
Art and Design	4	18	4	15	3	20	8	17
Biology	10	40	8	34	7	32	11	33
Biotechnology	2	5	2	5	1	5	2	6
Business Administration	7	28	7	26	7	23	14	28
Chemistry	5	10	5	10	6	13	6	13
Communications	3	16	3	12	5	15	7	21
Computer Aided Design	2	4	2	3	2	2	4	2
Computer Applications	3	12	2	10	3	13	2	11
Computer Science	4	7	4	8	4	8	4	9
Criminal Justice	4	2	4	4	4	5	6	7
Dance		2		2		2		
Dental Assisting	2	2	2	2	2	1	2	1
Dental Hygiene	7	4	7	5	8	3	8	4
Dental Laboratory Technology	1	2	1	1	1	1	1	1
Diagnostic Medical Sonography	2	2	2	2	2	2	2	2
Economics	2	8	1	10	2	10	3	11
Education	1	13	1	13	1	12	3	11
Emergency Medical Technician		1		1				1
Engineering Science	3	7	2	7	2	7	5	8
English	19	84	16	77	16	62	37	75
English Language Learner	2	2	2	3	2		1	
Environmental Science	2	9	1	8		9		11
Ethics	1	12	1	14	1	15	2	10
Fire Protection & Safety Tech		6		7		7		7
Geography		4		3		2		3
Government		6		11	1	10	1	9
History	4	16	3	17	5	18	6	19
Human Services	2	7	1	8	1	7	1	7
Humanities	4	5	1	5	3	3	3	5
Information Technology	3	4	3	2	3	2	2	3
Interdisciplinary Studies	5	86	1	88		108	1	108
Languages		23		14		22		20
Legal Studies	2	10	2	8	2	7	4	7
Mathematics	15	57	12	49	12	44	17	45
Medical Assisting	1	5	2	3	1	2	1	3
Medical Laboratory Tech	2	2	2	2	2	1	2	5
Music	2	12	2	11	2	10	2	13
Neccum Credit	1	1		1		1		1
Network Systems and Technology	3	2	3	3	3	3	3	2
Nursing	9	9	8	10	7	11	6	10
Paralegal Studies	1	7	1	8	1	7	1	6
Philosophy	1	8	1	9	1	8	1	6

Physics	2	3	2	4	2	5	2	9
Psychology	9	36	4	28	3	28	9	30
Radiologic Technology	2	4	2	4	2	4	2	4
Science	1	6		5		8	1	7
Sociology	4	15	2	14	5	16	7	18
Technical Math		1		1		1		2
Theater	2	6	1	5	1	3	1	5
William James College								1
Total	162	645	131	602	136	608	201	649

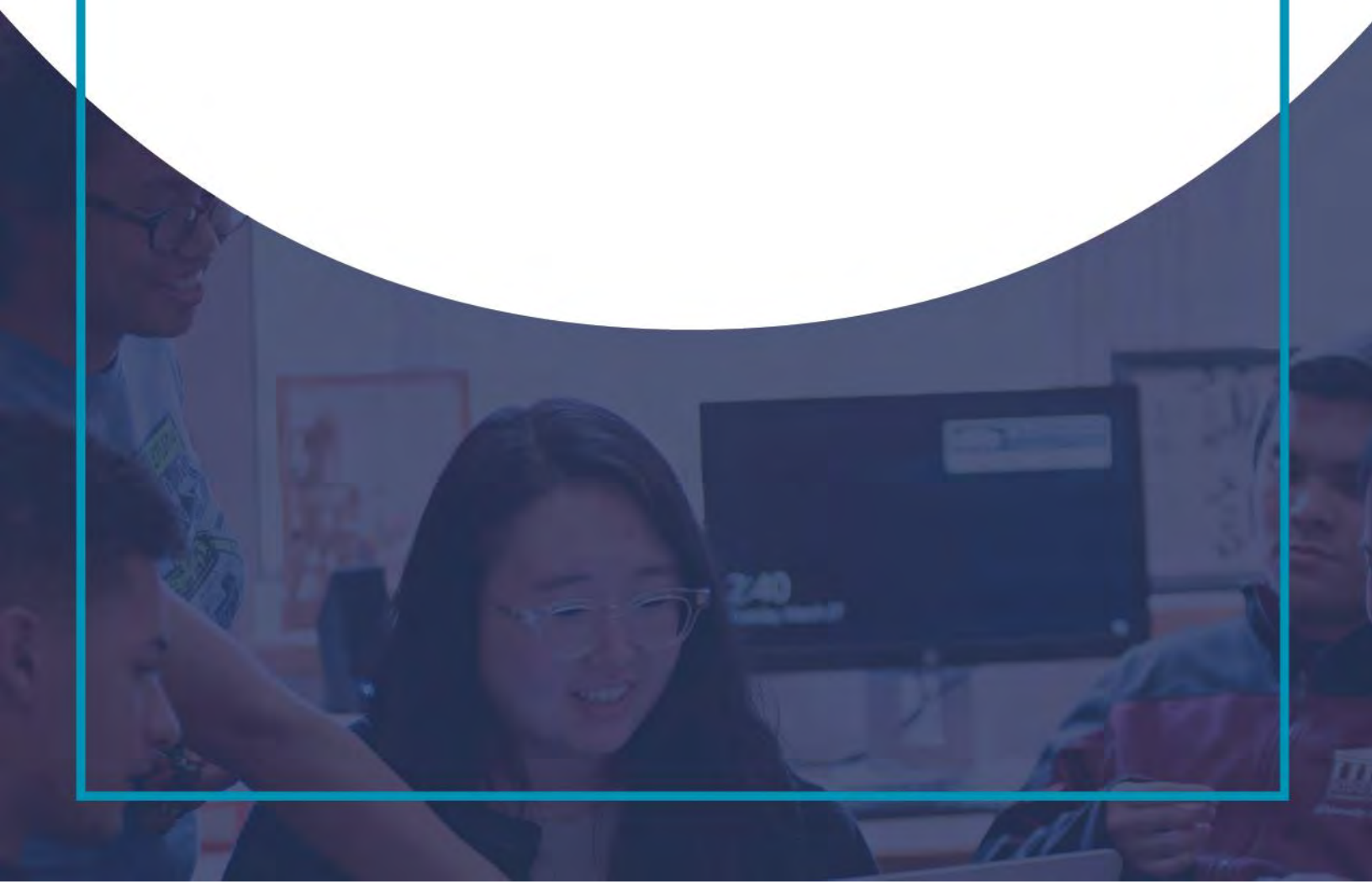
Please enter any explanatory notes in the box below
Source: Course data is as of annual files for fiscal years (July 1-June 30) as reported to Massachusetts DHE. Faculty are counted distinctly within a course subject/department but could teach for multiple course subjects/departments.

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)				
	Full-time Fall 2023	Part-time Fall 2023	Total Headcount Fall 2023	Headcount Goal Fall 2024
Category of Faculty - Gender				
Male	29	105	134	134
Female	70	178	248	248
Category of Faculty - IPEDS Race/Ethnicity				
American Indian/Alaska Native	1	0	1	1
Asian	14	9	23	23
Black/African-American	3	11	14	14
Hispanic/Latino	14	16	30	30
Native Hawaiian/Other Pacific Islander	0	0	0	0
Non-Resident Alien	0	0	0	0
Two or More Races	0	0	0	0
White	67	230	297	297
Race/Ethnicity Unreported	0	17	17	17
Category of Academic Staff - Gender				
Male	94	48	142	142
Female	157	78	235	235
Category of Academic Staff - IPEDS Race/Ethnicity				
American Indian/Alaska Native	2	0	2	2
Asian	31	9	40	40
Black/African-American	16	10	26	26
Hispanic/Latino	30	18	48	48
Native Hawaiian/Other Pacific Islander	0	0	0	0
Non-Resident Alien	0	0	0	0
Two or More Races	0	0	0	0
White	172	85	257	257
Race/Ethnicity Unreported	0	4	4	4

Please enter any explanatory notes in the box below
IPEDS Data - Fall 2023 Projections: We do not anticipate any significant turnover that would impact the diversity of our workforce. We continue to utilize expanded talent solutions to include targeted recruitment to job search engines focused specifically on underrepresented groups such as people of color, veterans, those with a prescribed disability status, women, LGBTQ+, etc.

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

STANDARD SEVEN:
Institutional Resources



Description

Human Resources

HR, under the leadership of the vice president of HR, who reports directly to the president, is committed to the achievement of DEI by ensuring that the college hires, develops, and retains diverse talent to foster an inclusive workforce. To ensure the college meets these goals, HR developed a new position of talent acquisition coordinator, who ensures that hiring practices and recruitment methods are effective and the college's employees more accurately represent the students that we serve. The talent acquisition coordinator, in collaboration with the director of HR, has expanded talent solutions to include targeted recruitment to job search engines focused specifically on underrepresented groups such as people of color, veterans, those with a prescribed disability status, women, LGBTQIA+, and many more. To continue to bolster the current hiring process, the talent acquisition coordinator and affirmative action officer are currently updating the current hiring policy and search committees training. To assist in the recruitment of diverse faculty and staff, HR has also updated its job posting template to include language that is welcoming to all applicants and provides an equivalency statement to job requirements, when applicable, to promote a culture of inclusion in which all employees feel supported. The recruitment process has also been modified to allow hiring managers to defer to HR in determining salaries and negotiating salary offers with finalists. This change in process aligns with the college's commitment to hire, develop, and retain diverse talent to foster an inclusive workforce.As of the November 1, 2023 IPEDS report, the college employs 759 employees in a variety of categories.

HR policies are consistently applied by managers and supervisors under the guidance of several HR personnel including the vice president of HR, director of HR, assistant director of HR/affirmative action officer, and talent acquisition coordinator. Employees are given the opportunity to communicate with any one of these team members to address questions or concerns they have with regards to the application of collective bargaining agreements or college policies. HR policies are readily available to all employees on the HR webpage. The HR department provides employees with a monthly newsletter, HR Happenings, to communicate changes in personnel or policies. As indicated above, the college's hiring policy is currently under review to ensure new initiatives and processes are properly outlined and communicated.

Many employees are covered by collective bargaining agreements, including with MCCC (both the day contract and DCE contract) and AFSCME classified staff. Unclassified/exempt employees are considered non-unit professionals (NUP) and are not bound by a collective bargaining agreement but are guided by the BHE's NUP Handbook. HR has several staff members skilled in contract interpretation who ensure that contracts are consistently applied. They regularly communicate with union stewards to ensure policies are uniformly administered.

How employee grievances are addressed depends on an employee's employment classification and applicable collective bargaining agreement. Each contract outlines a timeline and process that must be followed for grievances filed. In general terms, a grievance process requires that a hearing is held between the grievant and the administration. A grievance officer, usually from HR, conducts the hearing and issues a decision. NUPs have a complaint procedure outlined in the NUP handbook that is comparable to the filing of grievances by union employees.

HR is committed to ensuring compensation is adequate to attract and retain qualified administrators, faculty, and staff. HR is currently updating its internal compensation structure for NUPs to develop and maintain fair compensation between staff assistants, staff associates, supervisors, managers, and senior leaders at the institution. All NUPs currently employed at the institution will be included in the compensation review to ensure pay equity. Factors that will be considered in this review include a comparison between similar NUP positions within the institution, comparison between similar positions employed within the Massachusetts Community College system, a review of the fair market value of similar positions, and consideration of diversity factors to ensure pay equity for those from marginalized groups who have been historically underpaid.

HR uniformly applies contractual compensation structures for all union employees. During the most recent contract negotiations between MCCC and the BHE, a memorandum of agreement was entered into which allows for salary

adjustments to be made for existing employees when a full-time faculty member or full-time professional staff member is hired at a higher annual salary due to competitive market factors. The college has utilized this memorandum of agreement to resolve pay inequities for its full-time engineering faculty members and will continue to review salaries of current employees that may also be impacted.

HR is dedicated to ensuring supervisors effectively and timely evaluate employees. The HR systems and reporting specialist and HR analyst work together to send supervisors notifications regarding timely submission of AFSCME, MCCC and NUP evaluations. Based on updates made to the most recent AFSCME collective bargaining agreement, HR has updated its process to communicate with managerial personnel to ensure the timely submission of evaluations. Further, to ensure continuous improvement and goal setting for NUPs, HR has reviewed the NUP Evaluation template and is working towards an update of the process and information gathered to better align with HR best practices. HR also manages 360˚ feedback surveys for senior leadership, who report directly to the president. The 360˚ feedback survey provides the opportunity for the college community to anonymously share feedback on executive's performance in leadership, decision making, problem solving, employee and student concerns, management, as well as overall performance and effectiveness.

Middlesex has a long history of a culture of professional development. The college has two Professional Days each academic year set aside for employees to participate in events that address topics related to the college's strategic priorities. In addition, full and part-time employees can apply for professional development funding to attend conferences, trainings, and webinars or for course reimbursements. Employees also have access to LinkedIn Learning, an online professional development library available 24/7/365. See Standard 6 for a comprehensive overview of faculty development opportunities.

Financial Resources

Middlesex is financially stable. The college's overall financial position has improved, as can be viewed in the Data First Form 7.2. Revenue streams are predominantly from four main sources that include state appropriation, tuition and fees, grants, and auxiliary sources. Middlesex was able to increase total assets by 4%, cash and investments increased by 10.5%. Additionally, the college secured $12.8M, a 19.2% increase in net assets. The Foundation is overseen by a financially conservative board, but though it saw a decrease in investments in FY22, it is expected to fully recover market losses by 2024. The college has continued to grow its undesignated fund balance despite trying times due to COVID-19 and declining enrollment. The college's undesignated assets are allocated to serve the college's mission but are also retained to serve the college in a time of need or uncertainty. The college is able to sustain the quality of its educational program and to support institutional improvement. For example, Middlesex allocated a $3.5M designation for the biotechnology program which contributed to the building of a state-of-the-art facility to train students to be workforce ready. The college assesses the success and costs behind running its academic programs and will adjust the financial support, if needed, to maintain the programs.

Middlesex's resources are devoted to the support of its academic programs, student services, and strategic priorities. In FY22, 68% of resources were used to support instruction and student services and 26% of resources were used for institutional support. 'With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027' includes a strategic direction focused on prioritizing fiscal stewardship and sustainability to improve the financial stability of the college. Objectives include meeting financial metrics and integrating planning and assessment with the annual budget.

Middlesex utilizes NACUBO financial metrics to ensure the college can thrive despite emergencies or unforeseen circumstances. Some of these measures are Cash coverage of Net Position (benchmark 1-2, Middlesex .84 in FY22 but on the rise), Economic Sustainability Rubric (benchmark 1%-5%, Middlesex 5%), and Composite Financial Interest (Benchmark 4-8, Middlesex 6).

Long-term multi-year planning is a continued challenge for Middlesex, and Massachusetts community colleges in general, as the college relies heavily on variable state funding. To date, the state appropriation represents upwards of 50% of MCC's revenues, most recently driven by 4% + 4% cost of living raises for most of the workforce. Although the appropriation is a

steadfast source of funding, the state continuously operates in arrears in that supplemental funding is being delivered in different fiscal years than the CBAs that have been signed.

Middlesex relies heavily on internal enrollment trend data to produce a realistic budget. In FY24, Enrollment and IR worked with Finance to produce a tri-faceted approach to factor high school enrollment rates, persistence and retention, and projected growth based on MassReconnect in budgeted enrollment projections. The college completed a Facilities Master Plan (see Facilities Master Plan in Workroom documents) to guide space utilization which will drive financial decisions for multi-year capital spending.

Budget planning is led by the president and chief financial officer with oversight provided by the BoT and the Board's Finance Committee. Board members are appointed by the Massachusetts Governor and exercise independence in their fiscal oversight of the college. The Board Finance Committee provides oversight and makes recommendations to the full BoT at designated meetings, or on an as needed basis, to vote on or be informed of financial matters. Included in these communications are forward-looking trends driving the budget, plans for capital spending, and historical comparative analysis. All major financial matters are brought to the Finance Committee and the full BoT to ensure thorough and ethical oversight of the college's finances. The college also maintains relationships with a variety of investment bankers to aid in financial planning.

The budgeting process is one tool for keen fiscal management. Each year the finance team aims to create a lean budget that is both conservative in nature and meets the needs of the institution, seeking to retain 1%-5% at the end of the fiscal year. The budgeting process starts in January with the finance team assessing revenues to determine the baseline as well as consulting with IR and Enrollment Services on enrollment trends. In late February/early March the budget team distributes a baseline budget report to PLC, deans, and cost center managers. The reports include a five-year lookback which cost center managers are expected to consider when requesting adjustments to the recommended baseline. All requests are submitted to the budget team in early April. The final budget is prepared to support the college's mission and strategic priorities. It is presented to the PLC in mid-April and presented to the BoT at the end of April for approval. Once the state budget is finally passed and the college's appropriation is known, the approved budget is carefully reviewed and adjusted if needed.

Student fees are reviewed annually as part of the annual budgeting process with the BoT Finance Committee. An increase in matriculated student fees has not been assessed since FY19. If executive leadership determines an increase in student fees is needed, it is vetted by the BOT Finance Committee that in turn provides the BoT with a recommendation, which is then deliberated and voted on by the Board.

Providing financial aid to eligible students is fundamental to the college's mission, and the manner and effective disbursement of awards is evaluated regularly. The Office of Financial Aid administers federal and state financial aid, including work study, along with institutional aid to students. Funding is provided to students to help pay their direct costs including tuition, fees, and books, as well as funding for students who may need to pay for indirect costs such as housing, transportation, and other necessary expenses. Massachusetts residents who are Pell eligible receive priority packaging. Grants from the Massachusetts Community College Success Fund have positively affected more students by increasing their grant funding and reducing loan funding. Funds from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) enabled the Financial Aid office to provide emergency assistance grants to students with exceptional financial need. These grants included HEERF and the Massachusetts Resident RESCUE Grant that help resolve past due balances as well as get funds quickly to students who were experiencing financial hardship. For the 2021-2022 award year, the college awarded $4,209,784 in HEERF funding and $164,357 in the Massachusetts Resident RESCUE Grant, which provided financial assistance to students that were experiencing unexpected expenses that hindered their ability to complete their studies.

The college is obligated to conduct an annual audit of the financial stability of the institution consisting of adequate internal controls that are in place and in compliance with program requirements. The Single Audit report, formally known as the A-133 audit, is conducted by an independent auditor reviewing the college's internal controls, compliances, student financial aid

programs, and its collegewide financial statements. The Single Audit provides assurance to federal, state, and local governments that the institution is compliant with regulations related to this audit. The final Single Audit report is shared and reviewed annually with the BoT, the President, and PLC at a scheduled BoT meeting each academic year.

At minimum, quarterly reporting is completed to serve as a control measure around financial management. The quarterly reports are created and analyzed by the finance team and presented at Board meetings. Results are audited at year end by independent auditor Withum to ensure accurate reporting free of any misrepresentation and material misstatements. Audited financial statements are presented to the BoT Finance Committee and then the full Board for a vote. Financial statements are prepared in accordance with generally accepted auditing standards. Audit findings are quickly actioned, though this has not been an issue to date. The audit is considered final with a vote of approval from the BoT.

The president shares responsibility for the college's financial management with the vice president of finance and chief financial officer who manages a team of well qualified staff committed to fiscally responsible and ethical oversight. Reporting to the vice president of finance and chief financial officer are the comptroller, director of procurement, grants director, director of internal reporting, and director of student accounts. The comptroller maintains and reviews the college's internal controls and risk assessment on a yearly basis. Internal control policies are reviewed and submitted to the state each year. Financial policies are documented and consistently reviewed and adjusted as needed.

The college has positioned itself, due to years of prudent financial planning, with a strong undesignated fund balance. This balance has been allocated to support college initiatives and could also be used as a safety net to support the college in a time of uncertainty. During the COVID-19 pandemic, the budget had to be scaled back, hiring was scrutinized, and early retirement packages were offered to mitigate the financial impact. Had the financial challenges of the COVID-19 pandemic resulted in a deficit, the college maintains a healthy fund balance of $79M, $23M of which is unrestricted and could absorb a deficit.

Opportunities for new revenue sources are sought and reviewed to ensure the integrity of the institution is maintained and funds align with the college's mission. The college aggressively seeks additional sources of revenue such as grants, which currently comprise 22% of revenues, and scholarships. Led by the executive director of institutional advancement, the Institutional Advancement department leads fundraising efforts in support of the college's mission. Gifts and grant awards are managed ethically and in accordance with all state and federal regulations.

The Middlesex Community College Foundation, Inc. was founded in 1987 to support the college's mission. The Foundation is supported by dedicated individuals, committed community partners, and forward-thinking organizations who believe in the college and its mission to provide a cutting-edge, affordable education to its student body. Gifts are accepted, deposited, and acknowledged in a timely fashion, typically within two days. A tax receipt is mailed to all donors of more than $50 detailing their gifts to assist them in preparing tax returns. Donations are solicited through mail campaigns, social media, and email correspondences, events, and corporate and individual meetings. All gifts are monitored to ensure donor wishes and restrictions are honored. Donor intentions are always at the forefront of efforts and are documented upon receipt, as well as in acknowledgement to ensure donor intentions are accurately captured. For more comprehensive donor gifts such as scholarships, agreements are established documenting the donor's intentions and the Foundation's acceptance of those intentions. These documents are signed by both parties, the donors, and chair of the Foundation to ensure that all intentions are recognized and acknowledged. Gift acceptance policies protect the college's academic freedom and integrity.

Information, Physical, And Technological Resources

Middlesex continually maintains and enhances its information, physical, and technological resources in order to meet the diverse and growing needs of students, faculty, and staff. The physical plant encompasses two campuses designed to provide teaching, learning, and working environments that support the college's mission. The suburban campus in Bedford consists of 12 buildings on 205 acres. The city campus in Lowell spans the downtown area and includes seven buildings. The Foundation manages the historic John Nesmith House located just under a mile from the primary campus facilities in Lowell. Teaching and

learning spaces include general purpose classrooms, computer labs, science labs, health labs, art studios, music rooms, and dance studios.

Through its Classroom Refresh Taskforce, Middlesex dedicates funds to improve teaching and learning spaces, student gathering spaces, and the Library consistent with its Master Plan. Teaching and learning also occurs offsite at local hospitals and healthcare organizations as part of clinical education, the University of Massachusetts Lowell, and local high schools where dual/concurrent/early college students complete Middlesex coursework. In Spring 2024, the Classroom Refresh Taskforce became the Master Facilities Implementation Group.

The Middlesex Libraries are centrally located with one on the Bedford campus and the other on the Lowell campus. Each includes a collection of print materials and videos, as well as 24/7 online access to more than 1 million full-text articles, videos, and eBooks. Holdings include over 36,000 print titles and over 574,000 eBooks with 117 databases. The Bedford Library has seating for 221 students, including 77 computer workstations. The Lowell Library has seating for 200 students with 60 computers. Each library has a computer classroom which is used for instruction in library research. Each library space has an Innovation Studio, a classroom with HyFlex audio and visual equipment to allow for hybrid teaching. The Lowell Library has three small study rooms to allow for quiet and group study as well as a place for students to attend online classes. The Bedford Library staff assist students who need a space for an online class with rooms located in the library. Space within the Bedford Library is also dedicated to tutoring.

In spring 2024, the Libraries were open 40 hours per week. Online chat and reference assistance are available during the hours the Library is open. Support is available virtually for an additional 15.5 hours in the evenings Monday-Thursday and from 10:30 a.m. to 2 p.m. on Saturdays. The Libraries are staffed with professional librarians who provide virtual or in-person reference assistance, face-to-face or online classroom instruction in all aspects of information literacy, and collection development services. Currently there are six full-time and three part-time professional librarians, all of whom hold master's degrees in library and information science. They work collaboratively with the faculty to provide the best possible materials and assistance relevant to their studies. Middlesex was a founding member of the new Higher Education Libraries of Massachusetts (HELM) statewide library network for public higher education institutions, bringing cost savings and collaboration among college campus libraries. Middlesex was one of seven libraries in 2017 and will be one of 14 in the fall 2023.

The Libraries have played an important role in the adoption of OER. Librarians have administered grants to train faculty to search for, adopt, and create OER materials. The Library is instrumental in gathering data for OER course markings in the course catalog. The OER Guide on the Library website highlights some of the most important work the Library has done pointing faculty to resources and offering training including self-directed modules in OER and open pedagogy. Additionally, the Library has a paid student position of OER ambassador. The Library is a member of the Community College Consortium for OER (CCOER). A librarian serves on the Massachusetts Statewide OER Advisory Council, and served on the 21-member Statewide OER Working Group which preceded it.

In 2018, the Richard and Nancy Donahue Family Academic Arts Center (AAC) opened as a multi-purpose facility in the heart of Lowell. The AAC houses the college's performing arts programs, including theater, dance, and music. The centerpiece of the historic, completely renovated building is a new 190-seat proscenium theater to showcase theatrical programs and performances. In addition, the AAC houses a 103-seat recital hall, a 900-square foot dance studio, a music practice room, and classrooms.

The Dental Hygiene Clinic located at 44 Middle St in Lowell serves the dual purpose of providing dental hygiene and dental assisting students with extensive hands-on training and the Greater Lowell community with high-quality, low-cost dental care were recently renovated. Funded largely by the Massachusetts Skills Capital Grant, the renovation provides a modern learning environment while also serving 600-800 patients annually.

In 2018, utilizing Independent Living Resources as a consultant, the college completed an Americans with Disabilities Act (ADA) Strategic Compliance Assessment of all its properties. The assessment was submitted to the state's Division of Capital Asset Management and Maintenance. In 2019, the college commissioned a site accessibility improvement project in response to the 2018 assessment. The study recommended specific comprehensive site improvements to the Cowan Center and the Federal Building, both on the Lowell campus. These improvements included repaving, regrading, restriping of parking lots, reorganization of vehicular circulation to provide safe and logical drop-offs, and the addition of accessible walks and pathways, along with repairs and replacements of ramps and railings. This work was conducted in collaboration with the City of Lowell, which convened a Lower Locks Redesign group, which is reviewing the footprint of all the walkways around the college's Cowan Center, none of which are owned by the college.

Middlesex is committed to ensuring a safe and secure environment for all its faculty, staff, and students. College facilities are maintained in a manner which complies with policies mandated by state and/or federal law, specifically the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act requires annual disclosure of information about crime and security policies, including emergency response and evacuation procedures, time notifications of crimes that threaten safety, statistics for the past three years concerning certain types of crimes that occur on or near our campuses, crime reporting policies, procedures for victims of domestic violence, the encouragement of prompt reporting of crimes, and drug and alcohol abuse prevention. All that data is presented annually in the college's Annual Safety and Security Report. The Facilities department is attentive and responsive to safety on all college properties, following federal and state guidelines.

In 2023, the college submitted a Hazard Communication Plan to the Massachusetts Department of Labor Standards. The document, written in accordance with OSHA and state and federal codes, is to ensure the health and safety of the college's faculty, staff, students, visitors, and the environment from the physical and health hazards presented by medical wastes, biological wastes, chemical wastes, and hazardous chemicals and biological materials. The plan complies with state and federal health, safety, and environmental regulations.

In 2024, the college completed a new Facilities Master Plan (see Sasaki Plan in Workroom documents), the first conducted in 16 years. The college worked with the Massachusetts Division of Capital Asset Management and Maintenance, along with the Sasaki group, a private planning organization. The Facilities Master Plan compiles, quantifies, and evaluates space needs required to meet enrollment goals, including consolidation and facility renewal, as well as the potential for new academic facilities. The plan accounts for the impact of policy changes that could optimize space utilization, particularly regarding COVID-19-related impacts on space use. The plan intends to improve student life and place-making amenities to foster a vibrant campus experience and promote DEI among campus users. It identifies land use opportunities to maximize the utilization of current campus holdings and assess the timing and need for vacating leased spaces and consolidating others.

Concurrent with the Facilities Master Plan, the college completed a de-carbonization study in 2024 and created a roadmap that integrates the de-carbonization of building utility systems with the space utilization study being conducted by Sasaki. The roadmap is intended to define and prioritize energy projects that meet the future needs of the college and that meet the Commonwealth of Massachusetts' mandated targets for renewable energy, energy conservation, and greenhouse gas emissions. The goal is to develop and analyze long term options to convert campus energy infrastructure from fossil fuel based to renewable/carbon neutral energy based.

The Classroom Refresh Taskforce, a cross functional team of deans, faculty, and staff, established in spring of 2018, creates significant enhancements to the learning environment by refreshing classrooms, common areas, and student meeting spaces including the installation of new desks, tables, chairs, teacher stations, lab benches, and stools, plus other improvements where needed. The taskforce continues to replace outdated and worn-out furniture with modern, ergonomic, and student-centric alternatives, to date including 75 classrooms in eight buildings, in addition to a major library upgrade, veterans' spaces, enrollment spaces, lobbies, student lounges, testing centers, outdoor spaces, and disability support equipment. The college has invested $250,000 a year since 2019—or a little over a million dollars--towards this initiative.

The college recently converted 12 classrooms to HyFlex in order for faculty to teach a course on campus while reaching students who may need to attend online. To accomplish this, classrooms were furnished with high-end projectors, two big screen displays (one as a smart screen), microphones, speakers, and two high-resolution cameras. The professional development department conducts regular training to ensure faculty are comfortable using the technology. The HyFlex technology expands the course schedule options for our students, allowing them to choose to attend class asynchronously online or on-campus.

The IT department has implemented Virtual Desktop Infrastructure (VDI) in classrooms to ensure all computers are running the same OS and applications. Because of this, any classroom can be used to teach most courses. Middlesex has approximately fifty computer classrooms throughout both campuses. The Academic Virtual Desktop is available 24/7 for students and faculty to access remotely with an internet connection. Many classes may be taught from a variety of locations or remotely, including software-heavy subjects like CAD, engineering, and cybersecurity-related classes. Students access the virtual desktop for class meetings or to do homework.

The IT department draws upon an annual budget of approximately $5.6M to fulfill its responsibilities. The chief information officer (CIO) oversees four managers and reports directly to the president. IT consists of four units: IT Support Services, Information Security, IT Infrastructure, and IT Applications. The four units are staffed by 19 professional and support staff. Each area has a separate focus, but all interrelate to form a cohesive structure that cooperatively maintains the integrity of the college's technical infrastructure. The CIO has responsibility for all IT services, including academic and administrative computing, network, user support, classroom and instructional technology, programming services, network security, and telecommunications.

Middlesex maintains its technological resources through the implementation of its 'Information Technology & Security Strategic Plan' (see Workroom documents). The IT strategic planning process was launched in spring 2021 when Huron Consulting Group was engaged to conduct a campus-wide IT assessment to explore ways in which IT may be structured efficiently and leveraged to better support the college mission. The objectives of the assessment were to 1) create a comprehensive understanding of the current state of IT service delivery and operations; 2) develop a plan to structure IT services and resources efficiently to support the overall mission of the college; and 3) establish a roadmap of high-level recommendations for executive leadership. The priorities of the plan included governance; operations; security and risk remediation; and funding. In parallel, the Massachusetts DHE engaged consultants from Deloitte to strategize potential campus collaborations that would promote cost savings and operational effectiveness.

The college uses Ellucian Banner for its Enterprise Resource Planning (ERP) system and Anthology Blackboard for its LMS. Regarding the college network, the primary server operating system is Microsoft Windows running on VMWare. Extreme Networks equipment provides our core network hardware and HPE Aruba Networking equipment is used for wireless connectivity. Middlesex has a high bandwidth network and Wi-Fi access throughout all buildings on both campuses extending outside into community campus spaces. Some buildings requiring higher bandwidth were upgraded from 1GB to 10GB connections. Network hardware is upgraded regularly to ensure reliability and dependable service throughout the college. While at one time the college maintained a life cycle replacement of four to five years for equipment, in order to increase financial efficiency, the college now replaces hardware based on performance (i.e. equipment is replaced when it can no longer serve its intended function or poses a threat to security).

Cybersecurity is a top priority for the IT department. IT staff conduct audits to ensure the systems and network are secure and protected from bad actors attempting to access data. Audit findings are used to make improvements to systems and policies as quickly as possible in order to reduce risk. The college recently hired an information security officer (ISO) to oversee IT security. This position has been a critical addition to the IT department to ensure the integrity and security of our data, privacy of our users, and to stop illegal or inappropriate uses of technology and information resources.

The college recently upgraded and migrated its outdated phone system to the cloud, providing numerous benefits and advantages to our communication system including enhanced collaboration, reliability, flexibility, and scalability. In AY24, IT migrated the employee email system to Microsoft 365 (O365) allowing greater collaboration between faculty, staff, and students (students were already on O365).

The IT department is committed to supporting the college's teaching and learning mission. IT staff oversee and support the STEM division's cyber security, CAD, and engineering labs. IT staff work with the FSA Technology Committee that serves as an information gathering, analysis, and recommendation body regarding instructional technology with the CIO sitting on this committee ex officio. The FSA Technology Committee convenes once a month to assist the Information Technology Department with the development and continuous review of the college's Academic Technology Plan.

To ensure compliance with federal law, the college established accessibility resources that provide information on creating content such as webpages, documents, videos, social media, images, and emails that are accessible and compliant. MCC recently upgraded the college's portal to provide reliability, flexibility, and ease of use for faculty, staff, and students. The college's main website is undergoing a re-design to be more user-friendly.

Appraisal

Human Resources

The college's commitment to the achievement of DEI in hiring, developing, and retaining diverse talent is confirmed with data (see Table 6.4). The racial diversity of all employee categories of full-time faculty, part-time faculty, full-time staff, and part-time staff increased in the four years between 2018-2019 and 2022-2023. The college has been steadfast in retaining and increasing diverse faculty and staff. The HR department's focus on implementing best practices in recruitment methods has resulted in these positive outcomes. The college continues to utilize expanded talent solutions to include targeted recruitment to job search engines focused specifically on underserved groups such as people of color, veterans, those with a prescribed disability status, women, LGBTQIA+, and many more. Continued emphasis will be placed on the recruitment of diverse part-time faculty and staff positions.

HR's service model is centered on proactively resolving employee and labor relations matters to maintain open lines of communication between the union and college administrators. These efforts have resulted in less than five grievances per year from all three unions combined. In cases where a grievance is filed, HR administrators work diligently to adhere to contractual timelines for fair resolution. Future goals include reexamining the hiring policy to ensure new initiatives and processes are properly outlined and communicated with faculty and staff.

In an effort to continue attracting and retaining qualified administrators and staff, the college implemented a telework policy that enables an arrangement based on the nature of work and operational needs of departments, improving employee satisfaction, productivity, and retention, while increasing access to a wider talent pool. HR updated its job posting template to include language that is welcoming to all applicants and provides an equivalency statement to job requirements, when applicable, to promote a culture of inclusion. HR continuously reviews internal and external data to ensure that salaries offered are competitive and fair. The college continues to expand employee engagement initiatives focusing on retention and aligning with initiatives in the strategic plan, such as the creation of three affinity groups--First-Generation Professionals, BIPOC, and LGBTQIA+ Employee Resource Group--to build relationships and increase the culture of belonging among a community of peers. HR also created the Manager's Community of Practice to offer training to supervisors and managers. Additionally, HR launched a new recognition program offered at the college, called the MCC MVPs, whereby two employees per month are recognized for their outstanding contributions. The college also participates in the Commonwealth of Massachusetts Performance Recognition Program, which recognizes outstanding employees with a commitment to public service. The college provides ongoing support to managers and supervisors to ensure that they are given the tools they need to help their staff succeed, as well as providing two collegewide professional days offering topics related to strategic priorities.

Financial Resources

Declining enrollment and increasing costs, especially exacerbated by COVID-19, have been a challenge that Middlesex has been able to withstand through careful management and strategic allocations. Middlesex remains fiscally sound and stable. A conservative budget, synergized investments, position funding, and grant funding are strategies that have been used to maintain financial stability. Investing in academic programs that respond to workforce demands, such as biotechnology, has proven to be a winning strategy. Multi-year planning has proved challenging with fluctuating funding sources and declining enrollment. All capital spending and deferred maintenance is planned out and prioritized for five years based on needs and studies. While the Finance department holds itself to rigorous fiscal policies and procedures, the college would benefit from documentation located in a central repository.

A positive impact has been made by the MassReconnect free tuition program. As of spring 2024, Middlesex had registered 699 unique students receiving MassReconnect aid (1,212 duplicated enrollments.) The state of Massachusetts has disbursed approximately $1.7M for fall 2023 and spring 2024 to support MassReconnect students. There has been approximately $300K aid accepted for summer 2024. Budgetarily, the school allowances have increased in parallel to the MassReconnect funding and the ancillary funding received in response to that program (i.e. MASSGrant Plus, PELL, free nursing). From an expense standpoint, more funding has been allocated toward our student facing administrative departments, such as enrollment, financial aid, and admissions to help manage the increased foot traffic/enrollment driven by the program.

The college consistently receives audit reporting with an unmodified opinion which is a direct result of prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituencies. We continue to assess the internal and external fiscal landscape and adjust where needed. As mentioned, long-term multi-year planning is a continued challenge due to variable state funding. Fortunately, the college is able to use operating funds in the case that the appropriation is not available, but if this trend continues, it could burden MCC's budgeting and expense process.

NECHE's response to the 2019 Interim Five-Year Accreditation Report requested being apprised of the college's success in using the results of the Financial and HR Business Process Review (BPR) for planning, changes in services, and resource allocation in HR, finance, and IT. BPR allowed for a fundamental rethinking and redesign of business systems and processes. Much of the college's business infrastructure grew organically over the past 20 years and included third party, nonintegrated shadow systems that required inefficient manual processes. An upgrade to Banner 9 significantly improved operational efficiency in several business areas. Investment in HelioCampus allowed for organized data to be collected and utilized for better financial analysis and future planning. The Finance department moved from annual financial reporting to quarterly reporting using dashboards for improved transparency and decision-making using benchmark metrics. Cybersecurity testing and monitoring of the IT infrastructure was completed as well as a comprehensive assessment of the IT organization. The Payroll department was restructured and now reports to HR resulting in more effective coordination, improved services, and streamlined processes. This comprehensive review and improvement of business processes put the college in a strong position to engage in an Administrative Systems Assessment initiated by the Massachusetts Community Colleges and State Universities, which began in 2022. The Grant Thornton HR and Financial BPR resulted in several key improvements. In Finance, the review resulted in improved transparency through the use of quarterly financial dashboards, improved efficiency resulting from a timely Ellucian Banner software upgrade, and maintaining federal financial aid compliance with data and cybersecurity regulations. Integrating the HR and Payroll departments reduced manual processing and improved services to faculty, staff, and students. HR also streamlined new applicant procedures, improved onboarding processes for new employees, and developed new and updated policies and procedures for improved understanding of college communications.

Information, Physical and Technological Resources

The college has demonstrated resilience and adaptability in response to evolving student needs and external challenges. The college is actively adapting to changes in enrollment and programming as it strategically implements its Facilities Master Plan. The Libraries and IT play critical roles fostering a supportive and resource-rich environment for students. The Libraries offer

welcoming spaces for study and staff dedicated to student success, while IT provides essential technological resources and support. Information, physical, and technological resources continue to develop in ways that maintain continuity and enhance the college experience, particularly during the COVID-19 pandemic.

The Middlesex Libraries provide a welcoming place for students that include spaces for students and assistance from staff that truly want to help students succeed. Librarians are actively engaged in the college community and participate in shared governance and other collegewide committees as well as professional development offerings. Library staff often connect students with other departments, making introductions and phone calls, sending emails, and even walking students where they need to be. As a result of declining enrollment and increased registration in online and hybrid courses, the Libraries have suffered from declining foot traffic over the past few years. However, in AY23 library visits increased.

The Libraries listen to student needs and aim to provide resources that support campus initiatives. For example, in FY23, due to student requests, the Libraries implemented wireless printing. The Libraries also benefited from the FY23 Classroom Task Force refresh program, resulting in modernized student-friendly spaces which quickly became popular among students and faculty. Librarians plan to lead a team participating in the AAC&U Institute on OER in FY24 to expand and refocus the college's OER efforts. Still, the Library recognizes the need to deepen its assessment of student learning outcomes on information literacy and will implement a pilot project to learn more about how students are searching databases and using critical thinking skills.

The college's Information and Technological resources have proven effective at supporting the college mission. For example, in spring 2020, during the COVID-19 outbreak, IT responded to the college's needs by extending wireless access to parking lots on both campuses, distributing 50 personal hotspots to students, providing Chromebooks for students who needed devices, deploying 150 laptops for faculty and staff, securing data and applications for faculty and staff to work remotely, upgrading the email Exchange server, and rolling out a new service desk support platform featuring 24/7 support. IT also partnered with Admissions, Enrollment, Financial Aid, and Student Accounts to implement an online chat tool for accessible communication with students. IT integrated Zoom into the Blackboard LMS to provide faculty and students with an accessible synchronous communication option. Blackboard was transitioned from managed hosting to cloud hosting in May 2020 to provide more stability. IT also provides for remote access for teleworking staff using VPN and VDI. MCC uses single sign-on for users to access applications to restrict and manage the end users' access, ease of use, and security. During the pandemic, the college expanded Wi-Fi coverage into each of our four parking lots in order for students to connect to the network while sitting in their cars. IT will continue to follow the recommendations outlined in the Huron Report.

Projections

- The Finance department will create a repository of policies and procedures by the end of FY24.
- With more advanced tools in place and in light of changing state policy, the Finance department will develop more robust financial planning and analysis models by the end of FY26.
- By FY25, librarians will deepen assessment of student learning outcomes on information literacy with a pilot project to see how students are searching databases and using critical thinking skills.
- The IT department will implement the recommendations in Huron's Assessment Final Report with all recommendations implemented by Fall 2026.

Standard 7: Institutional Resources												
(Headcount of Employees by Occupational Category)												
	3 Years Prior FY 2021			2 Years Prior FY 2022			1 Year Prior FY 2023			Current Year FY 2024		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	110	284	394	104	272	376	101	280	381	99	283	382
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	6	2	8	6	3	9	5	3	8	5	3	8
Library Technicians	4	1	5	3	1	4	3	1	4	3	1	4
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	69	42	111	71	53	124	62	61	123	62	51	113
Management Occupations	49	0	49	49	1	50	54	2	56	57	2	59
Business and Financial Operations	30	5	35	28	1	29	22	4	26	21	3	24
Computer, Engineering and Science	25	2	27	26	3	29	23	11	34	24	9	33
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	7	13	20	6	16	22	5	14	19	7	17	24
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	2	0	2
Service Occupations	31	21	52	22	38	60	25	33	58	31	30	61
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	44	11	55	40	7	47	39	6	45	39	10	49
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	375	381	756	355	395	750	339	415	754	350	409	759

Please enter any explanatory notes in the box below

Notes:

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

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - June 30	2-Years Prior FY 2021	1-Year Prior FY 2022	Most Recent Year FY 2023	Percent Change Year 2 to 1 Prior	Percent Change 1-Year to Most
ASSETS (in 000s)					
Cash and Short Term Investments	$39,944	$46,296	$54,566	15.9%	17.9%
Cash held by State Treasurer	$1,250	$1,883	$2,324	50.6%	23.4%
Deposits held by State Treasurer	$0	$0	$0	-	-
Accounts Receivable, Net	$4,534	$2,658	$1,935	-41.4%	-27.2%
Contributions Receivable, Net	$0	$0	$0	-	-
Inventory and Prepaid Expenses	$1	$4	$0	300.0%	-100.0%
Long-Term Investments	$12,992	$10,865	$12,038	-16.4%	10.8%
Loans to Students	$0	$0	$0	-	-
Funds held under bond agreement	$0	$0	$0	-	-
Property, plants, and equipment, net	$57,293	$60,547	$59,845	5.7%	-1.2%
Other Assets	$2,490	$4,160	$3,104	67.1%	-25.4%
Total Assets	$118,504	$126,413	$133,812	6.7%	5.9%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	$9,135	$9,481	$10,213	3.8%	7.7%
Deferred revenue & refundable advances	$4,040	$1,816	$3,837	-55.0%	111.3%
Due to state	$0	$0	$0	-	-
Due to affiliates	$7	$0	$0	-100.0%	-
Annuity and life income obligations	$0	$0	$0	-	-
Amounts held on behalf of others	$0	$0	$0	-	-
Long-term debt	$3,642	$5,443	$3,830	49.5%	-29.6%
Refundable government advances	$0	$0	$0	-	-
Other long-term liabilities	$35,022	$30,338	$22,096	-13.4%	-27.2%
Total Liabilities	$51,846	$47,078	$39,976	-9.2%	-15.1%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	$65,359	$78,069	$92,696	19.4%	18.7%
Foundation				-	-
Total	$65,359	$78,069	$92,696	19.4%	18.7%
Temporarily restricted net assets					
Institutional	$1,299	$1,266	$1,140	-2.5%	-10.0%
Foundation				-	-
Total	$1,299	$1,266	$1,140	-2.5%	-10.0%
Permanently restricted net assets					
Institutional				-	-
Foundation				-	-
Total	$0	$0	$0	-	-
Total Net Assets	$66,658	$79,335	$93,836	19.0%	18.3%
TOTAL LIABILITIES and NET ASSETS	$118,504	$126,413	$133,812	6.7%	5.9%

Please enter any explanatory notes in the box below
Other Long-Term Liabilities include: Accrued Compensated Absences & Workers' Compensation, Net Pension & OPEB Liabilities and Deferred Inflows of Resources related to Pension Plan and OPEB.

Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
Fiscal Year ends - June 30	3-Years Prior FY 2020	2-Years Prior FY 2021	Most Recent Year FY 2022	Current Year FY 2023	Next Year Forward FY 2024
OPERATING REVENUES (in 000s)					
Tuition and fees	$32,840	$29,569	$27,186	$27,844	$29,837
Room and board	$0	$0	$0	$0	$0
Less: Financial aid	-$12,749	-$9,725	-$7,991	-$8,291	-$11,217
Net student fees	$20,091	$19,844	$19,195	$19,553	$18,620
Government grants and contracts	$19,254	$16,111	$16,012	$16,122	$17,097
Private gifts, grants and contracts	$0	$0	$0	$0	$0
Other auxiliary enterprises	$212	$117	$129	$79	$76
Endowment income used in operations	$0	$0	$0	$0	$0
Other revenue (specify):	$770	$1,252	$1,060	$1,360	$795
Other revenue (specify):	$0	$0	$0	$0	$0
Net assets released from restrictions	$0	$0	$0	$0	$0
Total Operating Revenues	$40,327	$37,324	$36,396	$37,114	$36,588
OPERATING EXPENSES (in 000s)					
Instruction	$27,829	$24,526	$25,468	$27,326	$32,044
Research	$0	$0	$0	$0	$0
Public Service	$138	$165	$415	$505	$1,007
Academic Support	$6,821	$6,426	$7,057	$7,442	$9,134
Student Services	$10,793	$11,856	$12,506	$11,321	$10,059
Institutional Support	$11,455	$10,180	$14,226	$11,680	$11,055
Fundraising and alumni relations	$0	$0	$0	$0	$0
Operation, maintenance of plant (if not allocated)	$6,083	$3,910	$5,576	$4,724	$6,477
Scholarships and fellowships (cash refunded by public institution)	$2,741	$2,304	$3,405	$2,710	$3,530
Auxiliary enterprises	$0	$0	$0	$0	$0
Depreciation (if not allocated)	$2,031	$3,402	$4,776	$4,819	$4,820
Other expenses (specify):	$0	$0	$0	$0	$0
Other expenses (specify):	$0	$0	$0	$0	$0
Total operating expenditures	$67,891	$62,769	$73,429	$70,527	$78,126
Change in net assets from operations	-$27,564	-$25,445	-$37,033	-$33,413	-$41,538
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	$36,199	$35,778	$37,650	$39,172	$45,181
Investment return	$544	$1,888	-$2,071	$2,000	$2,000
Interest expense (public institutions)	-$43	-$122	-$234	-$189	-$116
Gifts, bequests and contributions not used in operations	$0	$0	$0	$0	$0
Other (specify): HEERF Funding	$1,606	$9,110	$10,953	$3,450	$169
Other (specify): Payments between College & Foundation	-$69	$78	$114	$108	$100
Other (specify):	$0	$0	$0	$0	$0
Net non-operating revenues	$38,237	$46,732	$46,412	$44,541	$47,334
Income before other revenues, expenses, gains, or losses	$10,673	$21,287	$9,379	$11,128	$5,796
Capital appropriations (public institutions)	$2,049	$1,361	$3,298	$3,374	$500
Other (specify): Capital Gains	$2,940	$221	$0	$0	$0
TOTAL INCREASE/DECREASE IN NET ASSETS	$15,662	$22,869	$12,677	$14,502	$6,296

Standard 7: Institutional Resources (Statement of Debt)					
Fiscal Year ends - June 30	3-Years Prior FY 2020	2-Years Prior FY 2021	Most Recent Year FY 2022	Current Year FY 2023	Next Year Forward FY 2024
Long-term Debt					
Beginning balance	$1,607	$5,186	$6,538	$5,444	$3,831
Additions	$4,044	$2,896	$731	$122	$100
Reductions	($465)	($1,544)	($1,825)	($1,735)	($1,368)
Ending balance	$5,186	$6,538	$5,444	$3,831	$2,563
Interest paid during fiscal year	$42	$122	$234	$189	$116
Current Portion	$480	$1,429	$1,600	$1,344	$871
Bond Rating					
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	77.25	24.06	19.85	24.21	37.07
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.12	0.10	0.07	0.04	0.03
Debt to Assets Ratio Long-term Debt / Total Assets	0.05	0.06	0.04	0.03	0.04

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 instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe).

Standard 7: Institutional Resources (Supplemental Data)					
Fiscal Year ends - June 30	3-Years Prior FY 2020	2-Years Prior FY 2021	Most Recent Year FY 2022	Current Year FY 2023	Next Year Forward FY 2024
NET ASSETS					
Net assets beginning of year	$28,126	$43,788	$66,658	$79,335	$93,837
Total increase/decrease in net assets	$15,662	$22,870	$12,677	$14,502	$6,296
Net assets end of year	$43,788	$66,658	$79,335	$93,837	$100,133
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$1,200	$914	$1,375	$0	-
Federal, state and private grants	$11,549	$8,811	$6,616	$8,291	$11,217
Restricted funds	$0	$0	$0	$0	$0
Total	$12,749	$9,725	$7,991	$8,291	$11,217
% Discount of tuition and fees	38.8%	32.9%	29.4%	29.8%	37.6%
% Unrestricted discount					
Net Tuition Revenue per FTE					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources (Liquidity)					
Fiscal Year ends - June 30	3-Years Prior FY 2020	2-Years Prior FY 2021	Most Recent Year FY 2022	Current Year FY 2023	Next Year Forward FY 2024
CASH FLOW					
Cash and Cash Equivalents beginning of year	$26,152	$28,305	$40,071	$47,049	$53,693
Cash Flow from Operating Activities	($23,854)	($20,262)	($29,743)	($22,602)	($24,000)
Cash Flow from Investing Activities	$450	($2,193)	$50	($1,241)	$1,000
Cash Flow from Financing Activities	$25,557	$34,221	$36,671	$30,487	$29,092
Cash and Cash Equivalents end of year	$28,305	$40,071	$47,049	$53,693	$59,785
LIQUIDITY RATIOS					
Current Assets	$33,341	$45,730	$50,869	$59,077	$63,000
Current Liabilities	$11,003	$14,612	$12,897	$15,394	$17,000
Current Ratio	3.03	3.13	3.94	3.84	3.71
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	142.97	225.75	224.51	265.85	261.63

Please enter any explanatory notes in the box below that may impact the institution's cash flow.
None.

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 7: Institutional Resources (Information Resources)					
	3-Years Prior Fall 2020	2-Years Prior Fall 2021	Most Recent Fall 2022	Current Year Fall 2023	Next Year Goal Fall 2024
Total Expenditures					
Materials	$139,002	$129,552	$128,372	$128,215	$128,713
Salaries & wages (permanent staff)	$900,266	$709,734	$729,435	$626,120	$688,430
Salaries & wages (student employees)	$0	$0	$0	$0	$0
Other operating expenses	$31,363	$22,951	$30,933	$53,548	$35,811
Expenditures/FTE student					
Materials	$36	$35	$36	$35	$33
Salaries & wages (permanent staff)	$233	$192	$206	$171	$179
Salaries & wages (student employees)	-	-	-	-	-
Other operating expenses	$8	$6	$9	$15	$9
Collections					
Percent available physically	6%	5%	4%	3%	3%
Percent available electronically	94%	95%	96%	97%	97%
Number of digital repositories	731,743	961,014	1,076,872	1,101,211	1,126,100
Personnel (FTE)					
Librarians - main campus	9.91	7.97	6.62	6.62	6.62
Librarians - branch /other locations	-	-	-	-	-
Other library personnel - main campus	3.00	3.49	3.49	3.49	3.49
Other library personnel - branch/other locations	-	-	-	-	-
Availability/attendance					
Hours of operation/week main campus					
Hours of operation/week virtual					
Hours of operation/week branch/other locations					
Consortia/Partnerships					
URL of most recent library annual report:					

Please enter any explanatory notes in the box below
Middlesex is using the one-campus approach (see note in form 3.2). Therefore, total personnel FTE is presented for both the Beford and Lowell campuses.

Standard 7: Institutional Resources (Technological Resources)					
	3-Years Prior FY 2021	2-Years Prior FY 2022	Most Recent Year FY 2023	Current Year FY 2024	Next Year Goal FY 2025
Learning Management System - Blackboard					
Number of classes using the system	2,161	2,312	2,379	2,121	2,243
Bandwidth					
On-campus network	1 GB	1 GB	1 GB	1 GB	1 GB
Off-campus access					
commodity internet (Mbps)	800 Mbps	800 Mbps	800 Mbps	800 Mbps	800 Mbps
high-performance networks (Mbps)	-	-	-	-	-
Wireless protocol(s)	-	-	-	-	-
Typical classroom technology					
Main campus (Lowell & Bedford)					
----- Computer-based classroom	Desktop for instructor and students, Projector, and Printer				
----- VDI-based classrom	Desktop for instructor, Projector, Virtual Desktop, and Speakers				
----- Non-computer-based classroom	Desktop for instructor , Projector, and Speakers				
----- Hyflex/Hybrid	Smart Whiteboard, TV Monitors, Camera, Microphone, Speakers, and Projector				
Branch/other locations					
----- Virtual	Blackboard LMS, BB Colloborate, Zoom				
Software systems and versions					
Students	Elucian Banner Student				
Finances	Elucian Banner Finance				
Human Resources	Elucian Banner HR and Payroll				
Advancement	Blackbaud				
Library	Ebsco Search, Gale Multisearch, OER Commons, Various Databases, NoodleTools				
Website Management	Microsoft Webserver and SharePoint				
Portfolio Management	Extensis Portfolio				
Interactive Video Conferencing	Zoom and BB Colloborate				
Digital Object Management	Publication can help on this				
Website locations of technology policies/plans					
Integrity and security of data	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3005#Privacy				
	https://www.middlesex.mass.edu/cybersecurity/default.aspx				
Privacy of individuals	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3012#No_Expectation_of_Privacy				
Appropriate use	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3012#Computer___Network_Usage_Policy				
Disaster and recovery plan	A new recovery plan is a division goal for the MCC IT leadership team.				
Technology replacement	https://www.middlesex.mass.edu/technologycenter/lapmobilepol.aspx				

Please enter any explanatory notes in the box below
Sources: Blackboard Case Study Dataset - Tableau Data Warehouse Projection: Uses the 4-year average to estimate next-year's goal. Notes: LMS Blackboard classes in FY 2024 is based on year-to-date as of 02/2024.

Standard 7: Institutional Resources							
(Physical Resources)							
Campus location	Serviceable Buildings	Assignable Sq. Feet					
Main campus	18.00	532,540					
Other U.S. locations	-	-					
International locations	-	-					

	3-Years Prior FY 2020	2-Years Prior FY 2021	1-Year Prior FY 2022	Current Year FY 2023	Next Year FY 2024		
Revenue ($000)							
Capital appropriations (public institutions)	$2,049	$1,361	$3,298	$3,375	$0		
Operating budget	$40,327	$37,324	$36,396	$37,114	$37,219		
Gifts and grants	$0	$0	$0	$0	$0		
Debt	-$43	-$122	-$234	-$189	$0		
Total	$42,333	$38,563	$39,460	$40,300	$37,219		
Expenditures ($000)							
New Construction	$0	$0	$0	$0	$0		
Renovations, maintenance and equipment	$6,592	$3,334	$3,953	$4,068	$0		
Technology	$741	$612	$450	$193	$0		
Total	$7,333	$3,946	$4,403	$4,261	$0		

Assignable square feet (000)	Main campus	Off-campus	Total				
Classroom	86,615	0	86,615				
Laboratory	48,089	0	48,089				
Office	63,523	0	63,523				
Study	79,655	0	79,655				
Special	2,260	0	2,260				
General	125,636	0	125,636				
Support	129,022	0	129,022				
Residential	0	0	0				
Other	0	0	0				

Major new buildings, past 10 years				
Building name	Purpose(s)	Assignable Sq. Feet	Cost (000)	Year
Academic Arts Center	Academic	20,000.00	$24,400,000	2021

New buildings, planned for next 5 years				
Building name	Purpose(s)	Assignable Sq. Feet	Cost (000)	Year
N/A	N/A	N/A	$0	N/A

Major Renovations, past 10 years				
Building name	Purpose(s)	Assignable Sq. Feet	Cost (000)	Year
Bedford Campus (All)	General - Light Efficiency	N/A	$480,000	2014
Lowell Campus (All)	General - Light Efficiency	N/A	$634,000	2015
Bedford Bldings 8, 9, 10	Office - HVAC Upgrade	N/A	$7,600,000	2016
Lowell Talbot & Derby	Academic - Sidewalk Renovation	N/A	$407,000	2016
Lowell Talbot & Derby	Academic - HVAC Upgrade	N/A	$2,200,000	2016
Lowell Talbot & Pollard	Academic - Elevator Upgrade	N/A	$831,000	2016
Bedford Library	Academic - Roof Replacement	N/A	$353,000	2017
Lowell Cowan Center	Academic/Office - IT Generator & Climate Control	N/A	$358,000	2017
Bedford Building 2	Office - Office Space Renovation	N/A	$501,000	2018
Lowell Federal	General - Paving	N/A	$280,000	2020
Lowell Talbot	Academic - Biotechnology Lab	5,000.00	$4,500,000	2021
Lowell Talbot	Academic - Dental Clinic	4,970.00	$2,900,000	2021
Bedford Campus (All)	General - Paving and Walkway Renovations	N/A	$485,000	2022
Lowell Cowan Center	Academic/Office - Accessibility Modifications	37,300.00	$3,200,000	2022
Lowell Derby	Academic - Elevator Upgrade	N/A	$640,000	2023
Lowell Derby	Academic - Window and Door Replacement	N/A	$950,000	2024
Lowell Federal	Academic - Boiler Replacement & HVAC Upgrade	N/A	$3,200,000	2024
Total Renovations Cost			$29,519,000	

Renovations planned for next 5 years				
Building name	Purpose(s)	Assignable Sq. Feet	Cost (000)	Year
Bedford Building 8	Office - Roof and Door Replacement	N/A	$3,130,000	2025-26
Lowell Cowan Center	Academic/Office - Roof and Door Replacement	N/A	$4,900,000	2025-26
Bedford Building 3	Academic - Biotechnology Lab	TBD	$4,300,000	2024-26
Lowell Talbot	Academic - Nursing Center Renovations	TBD	$1,800,000	2024-25
Bedford Campus (All)	General - Fire Pump Replacement	N/A	$692,000	2024-26
Bedford Campus (All)	General - Fire Alarm Replacement	N/A	$1,125,000	2024-26
Bedfor Building 5	Office - Demolition and Amphitheater Construction	N/A	$1,300,000	2024-26
Total Renovations Cost			$17,247,000	

Please enter any explanatory notes in the box below

STANDARD EIGHT:
Educational Effectiveness

Description

Middlesex's commitment to expansive excellence is central to its mission, vision, and strategic directions. Educational effectiveness is a priority collegewide and the college's culture of assessment was recognized in 2017 with the National Institute for Learning Outcomes Assessment Excellence in Assessment Designation. The FSA Assessment Committee is the faculty-led body leading curricular and co-curricular assessment initiatives collegewide. The provost and vice president of academic and student affairs provides oversight of outcomes assessment and the senior director of IR and Assessment serves as an ex officio member of the FSA Assessment Committee. IR provides timely, accurate, and unbiased information and analysis to assist faculty, staff, and administrators with evidence-based decision making.

The college uses a variety of tools to gather data to understand student outcomes, plan for continuous improvement, and allocate resources. Middlesex collects and uses aggregated and disaggregated student data to identify how each student body is meeting success indicators, such as persistence, retention, and graduation. Data are disaggregated by gender, race/ethnicity, age group, new/continuing status, enrollment intensity, Pell grant eligibility, first generation status, and financial aid status. These data, along with the With Equity At Its Core Middlesex Community College 2022-2027 Strategic Plan, the Massachusetts DHE's New Undergraduate Experience, and post-COVID-19 pandemic workforce needs guide decisions on the development of relevant academic programming, instructional modalities, and types of credentials. For instance, persistence and retention is notably lower for part-time students. First-time, part-time students graduate in six years at a rate of 15%, compared to a six-year graduation rate of 28% for full-time students. Further, the rate of part-time students who had a successful outcome (graduate and/or transferred) was 37% compared to 54% for full-time students. Strategies to increase part-time student success include expanding Learn and Earn programs through the new OCIL, offering eight-week Mini-mester courses, expanding flexible course scheduling options, and launching micro-credentials (see strategic plan).

Clear public statements published on the website and in the academic catalog describe expectations of what students will gain from a Middlesex education. Six ISLOs statements form the outcomes of the general education program and embody the faculty's balanced definition of an educated person. These ISLOs include: 1) written and oral communication; 2) critical thinking, 3) quantitative literacy, 4) multicultural and global literacy, 5) social responsibility, and 6) personal and professional development. Program and course-level student learning outcomes are also published in the academic catalog and inform students of resulting knowledge and skills.

In 2016, Middlesex engaged in a collegewide effort to revise and develop student learning outcome expectations for every course in the curriculum and to communicate these outcomes clearly. Completion of this work ensured students enrolled in courses with multiple sections receive a more consistent learning experience across the college. These course student learning outcomes (CSLOs) now appear on course syllabi and are published in the course catalog, allowing students to set realistic expectations for their learning experiences. The provost and Curriculum Committee Chair launched a three-year CSLO initiative involving faculty from all departments. The process was designed to meet the following three goals: 1) produce a minimum of four-to-seven clear, assessable outcomes for every course offered; 2) redesign or develop courses in a manner that preserves academic freedom and encourages faculty to bring their individual teaching styles, curriculum materials, and additional outcomes; and 3) align each course to both program and ISLOs.

As the public's demand for accountability increased and the college's assessment culture evolved, learning outcomes replaced inputs and objectives. In doing so, a rigorous culture of assessment developed that is facilitated and accomplished by faculty and staff in both curricular and co-curricular programs. This model incorporates assessment responsibilities into the regular work of faculty and staff, including at the department and shared governance levels. With faculty and staff taking ownership and pride in assessment work, the college's leadership chose not to fill the dean of assessment position when it was vacated in 2017 due to retirement. The FSA Assessment Committee works in coordination with the provost's office to guide and support collegewide assessment initiatives designed to improve teaching, learning, and student development, as well as to respond to requirements mandated by external agencies. Assessment Committee membership includes a balanced

representation from all academic and co-curricular departments, an IR staff member, and the provost or designee as the ex-officio member. The Assessment Committee drives all assessment activities except for ISLOs, which are assessed by the General Education Committee. The committee provides oversight for academic and co-curricular program review, sets the Assessment Day calendar, supports the FSA General Education Committee, and provides assessment-focused professional development and technical assistance to faculty and staff. The Assessment Committee chair represents the college at statewide meetings such as the DHE's AMCOA.

Since 2014, Middlesex has used a collegewide process to infuse six ISLOs throughout the general education curriculum, providing students multiple opportunities throughout their education to foster academic, personal, professional, and civic development. General education reform involved faculty teams revising each general education course to incorporate at least three ISLOs, which are included in the course description and embedded in the course content. As a result of this reform, students are provided multiple opportunities to practice working with ISLOs in authentic and meaningful ways and receive feedback on their development.

General education assessment is primarily conducted at the course and institutional levels with some assessment at the program level (see E-Series forms). In courses, faculty design assignments asking students to demonstrate increased ability with the ISLOs. At the institutional level, a two-year assessment cycle for ISLOs was established to ensure sufficient opportunity to collect artifacts and to provide faculty development on assessment. Faculty from all sections of general education courses incorporating a particular ISLO are asked to provide artifacts which reflect students' demonstrations of their developing competencies. Artifacts are collected in Anthology Blackboard Outcomes, normed, reviewed by faculty, and presented to FSA for discussion of the results and action planning, such as programmatic changes, course changes, and/or faculty development. Programs have stated student learning outcomes correlated directly to ISLOs. Program outcomes (PSLOs) are evaluated at regular intervals through the college's Assessment Day and program review processes. After the new requirements for general education courses were established between 2014-2017, the General Education Committee has been assessing each ISLO on a two-year cycle to establish a baseline. The full cycle has not yet been completed for baseline establishment. Upon completion of that analysis, the committee plans to determine if any changes should be made to the assessment system.

Between 2021-2023, the college assessed the personal and professional development ISLO. As a two-year institution, we seek evidence of students developing across several courses before graduating. In this period of time, 372 artifacts were assessed. The data were disaggregated by race and gender (see PPD ISLO 21-23.pptx in Workroom documents). Results indicate that students were meeting the benchmark; however, the college acknowledges there is still room for improvement. More artifacts are needed to provide a more representative sample of student work.

Program review is used to assure program effectiveness. Since the first program review conducted in 1996, faculty regularly conduct research and analyze data to understand student outcomes, support planning efforts, and enhance educational effectiveness. Faculty are given a Data Set Packet from IR with required program data disaggregated by race/ethnicity, gender, and age. Faculty use an Academic Program Review: Self-Study Template that contains the following sections: program snapshot; curriculum overview; program and course outcomes; assessment plans; high-impact practices; institutional data; career and transfer outlook; projected resource needs; program achievements; a summary of strengths and recommendations for improvement; and a five-year action plan. Program review includes the input of an external evaluator to review the self-study and provide recommendations. For example, through the use of Blackboard Outcomes, the criminal justice program annually norms and scores student artifacts to make changes to program outcomes and to review student progress regarding PSLOs and ISLOs. Faculty meet on Assessment Day to review and discuss results and make suggestions for changes based on the analysis of student work. Recent changes include reconfiguring the CRJ 111 Introduction to Criminal Justice and Criminology courses to concentrate more heavily on developing critical thinking skills. The 2020 program review of the criminal justice program resulted in changes to the curriculum to better reflect statewide transfer pathways, improved course descriptions to better reflect course content, and a requirement for all students to complete IDS 133 Public Service Career Exploration.

Co-curricular departments and programs have clear learning outcomes and mission statements posted on their department webpages, including Civic Engagement, the Multicultural Center, and OSE. Many co-curricular programs engage in annual assessment projects and program review on a five-year cycle.

Between 2021-2023, the CHP assessed the following program outcome: "Develop research projects with clear thesis statements/research questions, use appropriate bibliographic resources and/or data collection methods, and write a research paper." Each year, CHP faculty assessed a different honors course, collecting research papers and scoring them on a rubric focused on content, organization, mechanics, sources, and citations. Data indicated students were progressing in their abilities to develop research projects (see E-series form).

In 2019, Middlesex entered into a contractual agreement with HelioCampus to provide a data warehouse and Tableau server environment that provides faculty and staff with 24/7 self-service access to critical enrollment and achievement data derived from a variety of databases including the Student Information System (SIS) and Anthology Blackboard. Currently, Middlesex has 200 faculty and staff viewer licenses and 20 creator licenses for IR staff and staff 'power users' to create, publish, and deploy dashboards. A faculty-focused dashboard was piloted in spring 2024 allowing faculty to review success metrics for both current and previously taught courses and disaggregate based on various student characteristics (race/ethnicity, gender, age, etc.). This dashboard also allows a review of a student's previous courses and grades to provide insight into academic readiness for the current enrolled course.

The college uses a variety of internal and external tools to gather data to understand student outcomes and plan for continuous improvement. These tools include the Integrated Postsecondary Education Data System (IPEDS), the Massachusetts DHE's PMRS, the CCSSE, Achieving the Dream's ICAT, the CECE survey, program reviews, visualizations and dashboards of institutional data, Anthology Blackboard Outcomes, plus many other sources of quantitative and qualitative data.

External perspectives and peer comparisons are an important component of transparent assessment. In summer 2021, Middlesex joined ATD, a network of community colleges working to become strong engines of student and community growth. ATD's model helps colleges identify emerging needs, determine ways to improve practices, and build equitable student success with customized approaches steeped in data. Through this work, Middlesex will operationalize integrated, impactful, and sustainable student supports and examine and redesign structures, processes, and attitudes to eliminate inequity. ATD is focused on addressing opportunity gaps in programs that have high workforce demand, and high entry-level salary. As a result of this work with ATD, IR is working with the dean of health to develop equity focused dashboards for the nursing program. The college will examine disaggregated data to determine opportunity gaps, and address these to ensure equitable completion of the nursing program.

Since spring of 2007, Middlesex has periodically administered CCSSE, a well-established tool that focuses on good educational practice as well as highlighting areas for improvement. Through comparisons of previous existing and post survey data, the college has been able to respond to the evolving needs of students. Results of the 2022 survey were above average in all benchmarks and indicated notable increases over the 2019 results. Since Middlesex results were not within the top 10% of national results, we see room for improvement. CCSSE data was presented to faculty and staff to support a culture of data driven decision making. CCSSE results provide critical student perspectives that help guide institutional enhancements and can therefore improve the student experience.

Table 8.1 CCSSE Measured Outcomes 2019-2022

CCSSE Domain	MCC 2019	MCC 2022	2022 top 10%
Active and Collaborative Learning	49.4	52.5	61.1
Student Effort	52.9	57.1	59.8
Academic Challenge	50.2	53.3	56.8
Student-Faculty Interaction	52.0	53.0	60.7
Support for Learners	50.0	53.1	60.1

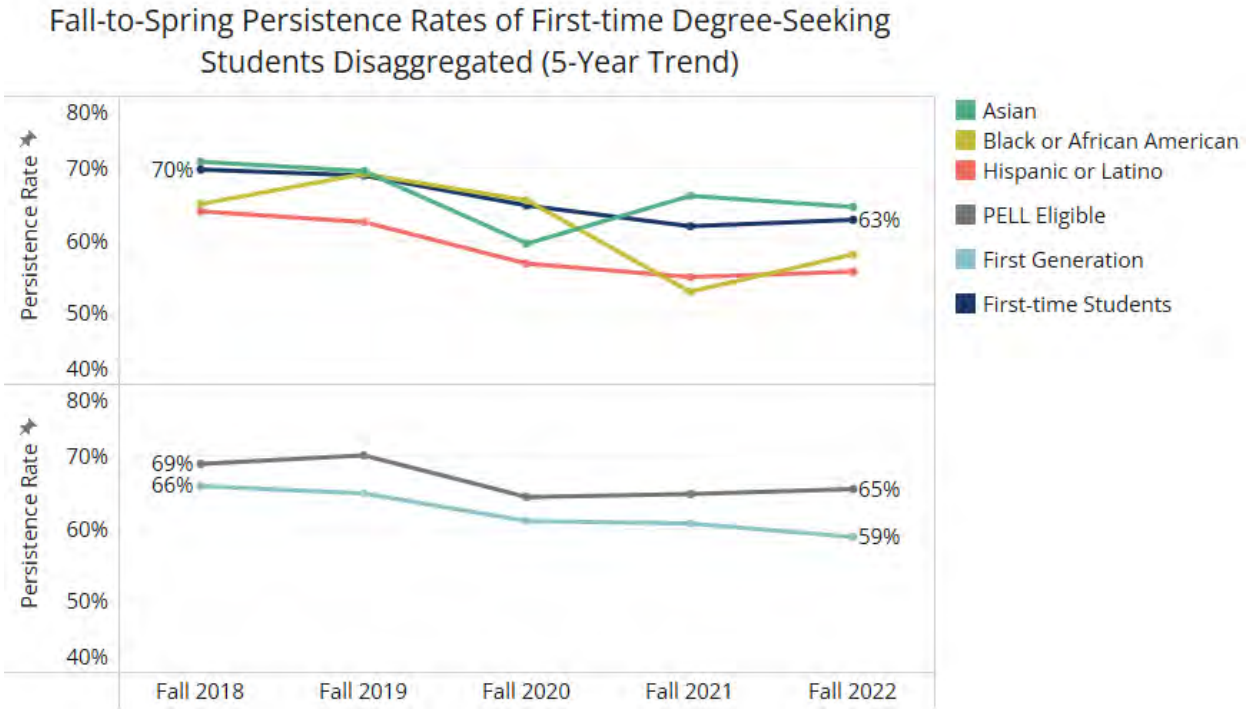
Across all five domains of the CCSSE, Middlesex has shown improvement from 2019 to 2022 which is noteworthy given the many changes to pedagogy and student services that occurred during the COVID-19 pandemic. Student effort has increased the greatest and is nearing the top 10% of CCSSE colleges. Academic challenge is another area where Middlesex is making strides and closing the gap to the top 10%. While these results are promising, there is still work needed to provide the right blend of a collaborative learning environment, interactions between students and faculty, and student support structures to enable overall success.

Middlesex closely examines student persistence, retention, and graduation rates to evaluate how effectively it's fulfilling its mission and ensuring educational success. Student success data are made available to the public on Middlesex website.

Persistence

For degree seeking students entering college for the first time, the percentage of students enrolling in the following spring term or graduating in their first fall term (persistence) has declined seven percentage points between fall 2017 and fall 2021, with the entire decline occurring during the pandemic years of 2020 and 2021 (Figure 8.2). This decline in persistence is different across races and ethnicities. Until the pandemic, Black/African American students had increasing rates of persistence (64% persistence rate in fall 2017 and a 69% rate in fall 2019). Hispanic/Latino students, by contrast, have been in decline since before the pandemic, dropping from 67% in fall of 2017 to 55% in fall 2020. The persistence rate for Asian students declined 14 percentage points from a high of 74% in fall 2017 to a low of 60% in fall 2020 but rebounded in fall 2021 to 67%. Persistence for White students declined three percentage points from 69% in fall 2017 to 66% in fall 2021, a relatively small decline, but eight percentage points lower than the peak rate for White students in fall 2018 of 74%.

Figure 8.2 Persistence Rates of First-Time Degree Seeking Students Fall 2018-2022

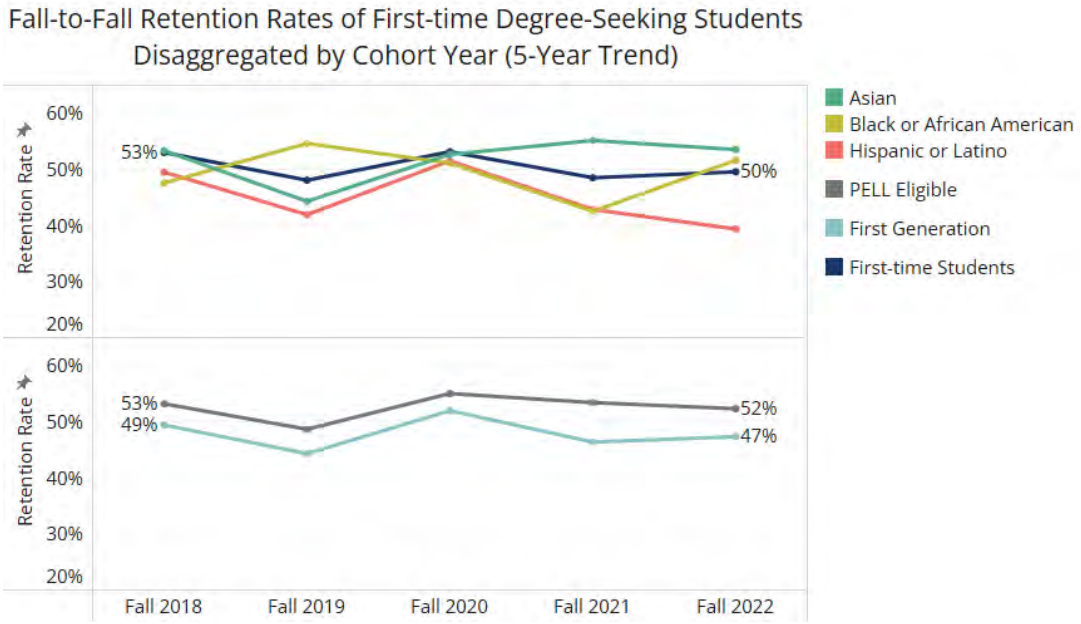


Fall-to-spring persistence rates dropped by seven percentage points for first-time students between the fall 2018 and fall 2022 first-time cohorts. A similar decrease was seen for first generation students and Latinx students. While Asian, Black, and Pell eligible student persistence dropped over the same time period, the drop was less impactful. Since the COVID-19 pandemic, there has been a flattening of the decline, while Black students have seen a slight recovery during the last cohort. Persistence of students remains a vital element and leading indicator of our ATD, SUCCESS, and PAASA progress

Retention

Hispanic/Latino students saw the largest decline from a peak of 52% in fall 2020 to 39% in fall 2023. Yet, fall-to-fall retention rates for all students only dropped by three percentage points during the same period (Figure 8.3). Pell eligible, Asian, and Black student groups all performed slightly better than the college overall percentage with Black students seeing a fairly large recovery from fall 2021 to fall 2022 cohorts. First generation students mirrored the college overall retention trend. These data emphasize the urgent need to address Hispanic/Latino student success.

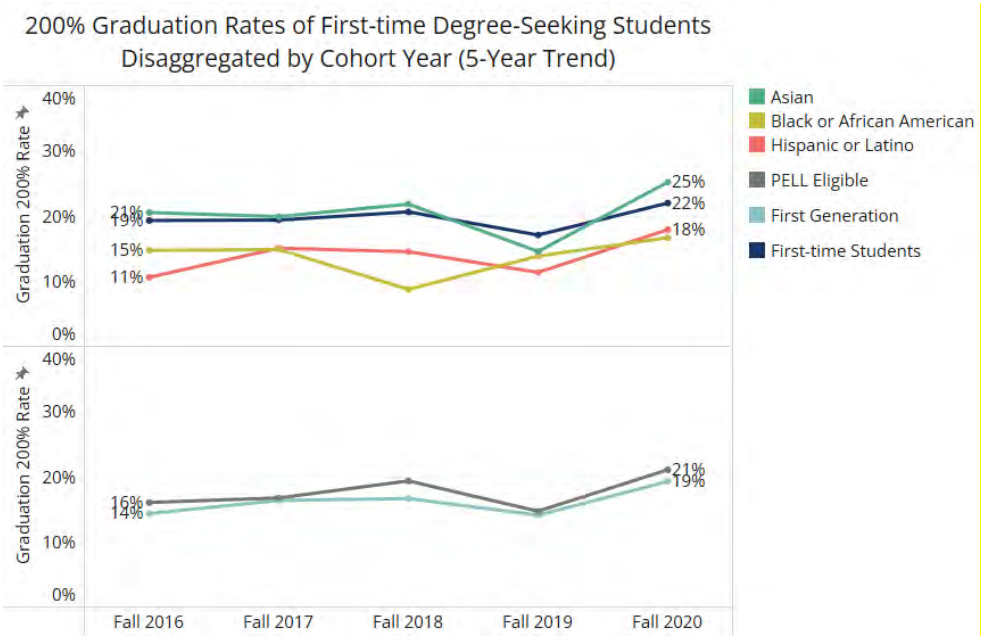
Figure 8.3 Retention Rates of First-Time Degree Seeking Students 2018 - 2022



Graduation Rates

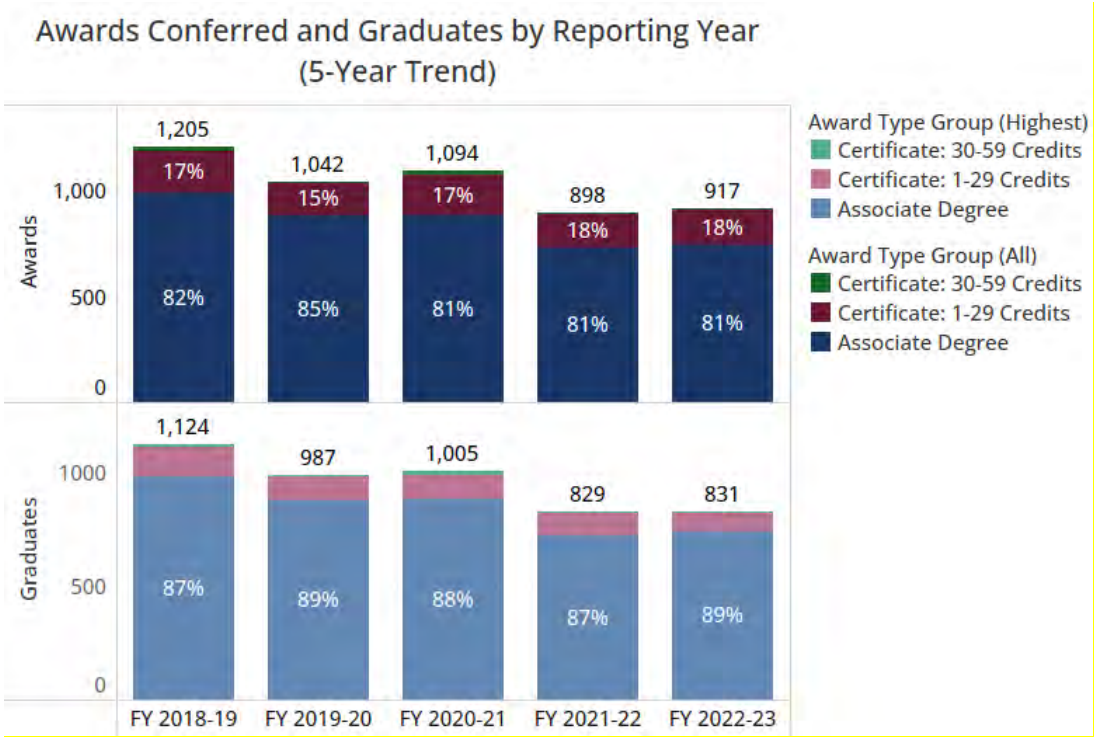
Measuring graduation rates for community colleges is complex and several models have emerged. The IPEDS 150% graduation rate is widely acknowledged to be of limited use for measuring student success at community colleges. Thus, IPEDS introduced Outcome Measures to provide a better tool for measuring success that includes full-time and part-time cohorts, students who start in semesters other than fall, and transfer students. Since it does not assume all students are full-time, IPEDS considers eight years of possible outcomes. At the recommendation of the DHE's Performance Measurement Working Group, the Community College Council of Presidents has agreed to adopt the Voluntary Frameworks of Accountability (VFA), a platform to integrate and make key data accessible. We are pleased to note that, when considering a 200% time to completion, graduation rates have increased for all student populations (Figure 8.4).

Figure 8.4 200% Graduation Rates of First-Time Degree Seeking Students 2016 - 2020



Awards and graduates are declining at a similar rate as our enrollment. In the most recent fiscal year, Middlesex conferred 917 awards (81% of which were associate degrees) to 831 graduates (Figure 8.5).

Figure 8.5 Awards Conferred and Graduates by Award Type FY 2019-FY 2023



Examining student outcomes across their higher education journey allows us to measure success not only through completion at MCC, but also students' ability to transfer and continue their journeys elsewhere. Over six years, more than half of full-time students earn a degree at Middlesex, earn a degree at another institution, or transfer. The success rate for part-time students is noticeably lower at 37%. Based on the data below, we recognize there is much work to do to reduce the overall percentage of stop-out students (Table 8.6).

Table 8.6 Student Success Outcomes for Fall 2017 and Fall 2019 First-time Cohorts

	6-Year Cohort		4-Year Cohort	
Student Success Outcome	Full-time	Part-time	Full-time	Part-time
Earned degree at MCC	28%	15%	22%	7%
Earned degree at different institution	23%	8%	7%	3%
Transferred but has not earned a degree	44%	29%	35%	22%
Subtotal: Earned a degree or transferred	54%	37%	45%	26%
Still enrolled at MCC, did not transfer	5%	6%	12%	13%
Stop-out from Higher Education	41%	57%	43%	61%

Disaggregated First-time Cohort (Total Counts)	923	574	784	510

Note: Percentages are not mutually exclusive.

Student Loan Default Rates

The student loan default rate serves as an indirect measure of student outcomes after graduation. Based on the National Student Loan Database, over the last five years student loan default rates have decreased. The data show a significant decrease from 2018-2019 from 8.0% to 2.4%. As of 2020, the rate is 0.0% due to a decreased number of borrowers over the last several years and the suspension of loan repayment (Table 8.7). Over the last few years, Middlesex Community College has the lowest student loan default among the 15 community colleges in Massachusetts.

Table 8.7 Years 2016 – 2020 Student Loan Default Rate

	FY 2021	FY 2022	FY 2023
Percent with Debt	32%	35%	27%
Average Debt Amount	$9,672	$9,740	$10,246
Default Rate	8.0%	2.4%	0%

Developmental Education

It is well recognized that developmental education can pose a challenge to completion. Middlesex continues to seek creative and innovative approaches to developmental education that will instill the necessary skills and knowledge to promote efficient pathways to completion.

Since the 2014 comprehensive evaluation, the Math department has replaced the developmental math course sequence, which could take up to three semesters to complete, with modularized self-paced, computerized developmental math courses known as Ramp-Up. Ramp-Up has two pathways that students may choose from – one for majors that require college statistics or math for liberal arts and the other that prepares students for pre-calculus. Ramp-Up fills gaps in each student's knowledge rather than attempting to teach topics in a traditional manner to all students in the class. Both Ramp-Up sequences may be completed within one semester. A student in need of more time can enroll in additional semesters.

The Math department also instituted multiple measures for placement into college math, the most effective being the use of a high school GPA of 2.7 or higher as a replacement for the traditional Accuplacer test. This, along with Ramp-Up, has been incredibly successful at increasing the number of students enrolling in college-level math, as indicated by the enrollment numbers from fall 2016 to fall 2023 (Table 8.8).

Table 8.8 Developmental and College-level Math Enrollment Fall 2016 - 2023

Level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Developmental Math	48%	44%	40%	34%	27%	26%	25%	25%
College-level Math	52%	56%	60%	66%	73%	74%	75%	75%

Similarly, the English department adopted multiple measures by recognizing a high school GPA of 2.7, a verbal SAT score greater than 500, GSP, and the developmental/college co-requisite model to accelerate student enrollment in ENG 101 English Composition 1. Data below show the success of students placed with multiple measures achieved higher passing rates in ENG 101 English Composition I than those who self-placed into the course. Furthermore, self-placed students with a high school GPA of 2.7 or better had significantly higher pass rates in English 101 than those below 2.7.

Table 8.9 Placement and Success Rates in ENG 101 (Stand Alone) by Placement Method

Percent Placed into ENG 101 (Stand Alone) by Placement Method					
Placement Method	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Self-placement Decision	0%	31%	36%	35%	36%
Multiple Measures Assessment	45%	51%	51%	50%	46%
Other Placement Method	55%	18%	13%	15%	18%
Success Rate (C- or higher) in ENG 101 (Stand Alone) by Placement Method					
Placement Method	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Self-placement Decision	0%	51%	44%	46%	52%
Multiple Measures Assessment	70%	60%	58%	62%	67%
Other Placement Method	59%	58%	50%	60%	59%

Other Measures of Educational Effectiveness

Students continue to achieve excellent passing rates on national licensure exams, indicating appropriate preparation for professional practice. The nursing NCLEX-RN first-time pass rate for 2023 was 100%. NCLEX pass rates since 2020 ranged between 79-93%. First-time pass rates for the American Registry of Radiologic Technologists (ARRT) certification examination ranged from 88% to 100% between 2018 – 2022, for a five-year average of 94%. First-time pass rates for the National Board Dental Hygiene Examination ranged from 90%-100% between 2018-2022. Dental hygiene graduates also take a regional clinical board exam for licensure in Massachusetts. Success rate on this exam for graduates overall is 100% with an average first-time pass rate of 85%-95%.

Faculty work with IR to develop and implement surveys to assess graduating student, alumni, and employer perceptions of how well programs meet their stated learning outcomes and industry needs. These surveys gather employment data including setting, salary, and ease of finding employment. Results are used to assess program effectiveness, guide change, and update curriculum. Results are reported in program annual reports, as well as to annual accreditation surveys and to advisory boards. Thirty-two programs maintain advisory boards. Programs with external accreditation are published on the college's website and updated annually. Middlesex surveys graduates six to nine months after degree conferral, satisfying Perkins grant report requirements and providing useful data to faculty.

Middlesex is a participant in the National Study of Learning, Voting, and Engagement (NSLVE) through Tufts University. Participation allows the college to track student voting and registration rates in national elections. In 2020, the college's voting rate was 55.6%, a +5.9% change from 2016. The voter registration rate was 75%, a +7% change from 2016. The percentage

of registered students who voted was 74%, a change of +1 from 2016. Midterm rates also show improvement from 2016 to 2018, though less students vote in midterms than in presidential election years, which matches national trends.

Student success data is available online through IR which aims to provide timely, accurate, and unbiased information and analysis to assist evidence-based decision making. IR shares results of data collection and assessment related to program excellence, learning outcomes, success in placement, and academic benchmarks in our Tableau Server (internal) and on Tableau Public (public facing). Additional resources such as the U.S. Department of Education College Scorecard, the Massachusetts DHE PMRS, along with other data sets are published.

Appraisal

The state of assessment is foundationally solid, flexible, and strong. Assessment work has been integrated into the normal workload of both faculty and staff and is embedded in all curricular and many co-curricular functions of the college. Quantitative and qualitative data is collected and analyzed from multiple sources at national, state, and institutional levels. Faculty and staff approach assessment as a year-round activity and engage in Assessment Day to conduct assessment work which has resulted in a culture of ongoing assessment and improvement. Middlesex looks to include critical assessment in evaluation of such improvement from the design phase all the way to completion.

The academic program review process is successful in allowing programs to systematically self-assess strengths and areas for improvement and includes change implementation planning that can then be proposed to college leadership. This process has been successful in propelling program improvements, bringing areas for growth to the attention of the program and the college to facilitate funding and other resources required for keeping programs up-to-date and relevant. The program review cycle slowed in 2020-2022 due to disruptions caused by the COVID-19 pandemic, but a schedule for program review has been updated and will be implemented going forward. The FSA General Education Committee has recognized that participation must be increased in General Education Assessment and is taking steps to revitalize the assessment process. What's more, they have recognized the need to revise our ISLOs in light of the many changes at the college since their inception. Both Mathematics and English departments will continue to work to bring corequisite developmental education to scale and do ongoing assessment of efficacy.

While results of the 2022 CCSSE survey were above average in all benchmarks and indicated increases over our 2019 results, Middlesex recognizes room for improvement. We are pleased that, according to survey results, 'Student effort' and 'Academic challenge' are areas nearing the top 10% of CCSSE colleges, and we seek to continue to improve on all measures.

The English department has found that, as currently delivered, the multiple measures pathway is outperforming GSP in students' success (C- or better) in English 101. However, far more students choose the GSP. Therefore, changes must be made to multiple measures to steer more students in that direction while improvements are made to GSP to help students make the best choices.

We recognize with concern the declining semester-to-semester persistence rates but are cautiously optimistic about slowing the decline as we continue to seek to improve persistence through targeted programs such as SUCCESS, PAASA, and TRiO as well as our ATD work (see Figure 5.4). Moreover, as noted above, while overall retention numbers are promising, we must specifically address falling Hispanic/Latino retention, especially as this population increases within our service area as we are an Emerging Hispanic Serving Institution (EHSI). Finally, we are committed to closing all equity gaps across our student populations and will continue to refine our approaches to using disaggregated data to provide targeted and timely support. Regarding program completion, while we are encouraged that more than half of full-time students earn a degree within six-years, much more work needs to be done for part-time students and stop-out students.

Projection

- By fall 2027, the Enrollment Working Group (EWG) will focus on areas to increase the following key metrices by five percentage points: graduation rates, persistence rates, and the percentage of students enrolling in mathematics and English courses in their first year.
- Beginning in fall 2024, the Math and English departments will critically examine the multiple measures guided self-placement process and outcomes and make necessary changes.
- In collaboration with IR, the college will incorporate results from the analysis of early momentum metrics (EMMs), key progression metrics, and milestones into the evaluation of student success initiatives by 2024-25. Data will be disaggregated to include equity gaps by gender, race/ethnicity, Pell grant eligibility, veteran status, first generation status, enrollment intensity, and age group. Key performance indicators (called the RISE metrics) will be developed and tracked by the college that will serve to guide improvement efforts.

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 Goal
IPEDS Retention Data					
First-time Cohort	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
First-time, Full-time, Degree/Certificate Seeking	60%	55%	60%	57%	62%
First-time, Part-time, Degree/Certificate Seeking	43%	38%	44%	38%	46%
IPEDS Graduation Data (150% Rate)					
First-time Cohort	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Associate degree students	20%	21%	16%	23%	25%
Bachelors degree students (n/a)	0%	0%	0%	0%	0%
IPEDS Outcomes Measures Data					
Cohort Year	2012-13	2013-14	2014-15	2015-16	2016-17
First-time, full time students	1,244	1,231	1,204	1,247	-
Awarded a degree within six years	29%	30%	32%	30%	34%
Awarded a degree within eight years	31%	32%	34%	32%	36%
Not awarded within eight years but still enrolled	2%	2%	2%	2%	4%
First-time, part-time students	1,053	1,146	978	1,054	-
Awarded a degree within six years	15%	16%	14%	15%	18%
Awarded a degree within eight years	17%	18%	17%	17%	20%
Not awarded within eight years but still enrolled	2%	2%	2%	2%	4%
Non-first-time, full-time students	567	495	501	410	-
Awarded a degree within six years	29%	29%	32%	31%	34%
Awarded a degree within eight years	31%	31%	33%	32%	35%
Not awarded within eight years but still enrolled	1%	1%	2%	2%	4%
Non-first-time, part-time students	847	765	727	722	-
Awarded a degree within six years	20%	22%	21%	18%	24%
Awarded a degree within eight years	21%	23%	23%	20%	25%
Not awarded within eight years but still enrolled	1%	1%	1%	1%	3%
Massachusetts DHE Retention of First-time, Degree/Certificate Seeking Students					
First Time Cohort	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time Cohort	767	773	571	555	423
Number Retained at Institution	456	417	340	309	256
Percent Retained at Institution	60%	54%	60%	56%	61%
Number Retained Anywhere (MA Public)	534	501	414	383	277
Percent Retained Anywhere (MA Public)	70%	65%	73%	69%	66%
Part-time Cohort	533	508	420	467	494
Number Retained at Institution	227	191	182	176	196
Percent Retained at Institution	43%	38%	43%	38%	40%
Number Retained Anywhere (MA Public)	272	231	230	218	209
Percent Retained Anywhere (MA Public)	51%	46%	55%	47%	42%
MCC First-time Students Retained at any MA Public Institution Disaggregated by Gender					
Female: Full-time	69%	71%	75%	70%	68%
Female: Part-time	58%	50%	59%	50%	44%
Male: Full-time	70%	60%	70%	68%	63%
Male: Part-time	41%	40%	49%	43%	41%
MCC First-time Students Retained at any MA Public Institution Disaggregated by IPEDS Race/Ethnicity					
Asian: Full-time	71%	62%	71%	77%	62%
Asian: Part-time	44%	45%	51%	44%	54%
Black or African American: Full-time	64%	70%	68%	59%	74%
Black or African American: Part-time	48%	61%	56%	46%	42%
Hispanic or Latino: Full-time	59%	58%	73%	63%	60%
Hispanic or Latino: Part-time	53%	34%	39%	40%	36%
Two or more Races: Full-time	83%	56%	50%	52%	56%
Two or more Races: Part-time	37%	33%	43%	50%	44%
White: Full-time	74%	67%	75%	72%	66%
White: Part-time	53%	51%	63%	50%	45%

MCC First-time Students Retained at any MA Public Institution Disaggregated by Age					
18-25: Full-time	70%	65%	73%	70%	65%
18-24: Part-time	51%	45%	56%	48%	46%
25 and Older: Full-time	52%	61%	73%	59%	61%
25 and Older: Part-time	51%	51%	53%	39%	27%
Middlesex Community College Fall-to-Spring Persistence Rates for All Degree/Certificate Seeking Students					
Fall Degree/Certificate Seeking	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Gender					
Female	71%	72%	70%	66%	70%
Male	70%	71%	68%	65%	70%
Unreported	-	-	-	-	-
IPEDS Race/Ethnicity					
American Indian or Alaskan Native	80%	42%	-	-	-
Asian	69%	73%	68%	68%	72%
Black or African American	67%	67%	63%	60%	66%
Hispanic or Latino	65%	66%	63%	59%	64%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
Two or More Races	66%	71%	59%	57%	65%
White	73%	74%	73%	69%	73%
Non-Resident	82%	79%	79%	71%	75%
Unreported	58%	63%	76%	73%	-
Age Group					
Under 18 Years Old	-	-	-	-	-
18-24 Years Old	72%	73%	70%	66%	71%
25-29 Years Old	67%	69%	68%	64%	68%
30-39 Years Old	69%	68%	68%	64%	67%
40-49 Years Old	68%	73%	66%	68%	69%
50-59 Years Old	62%	63%	67%	66%	70%
60 or Older	64%	73%	76%	70%	74%
Unreported	-	-	-	-	-
Financial Aid Applicant					
Submitted a FAFSA	73%	74%	72%	70%	73%
Did not Submit a FAFSA	66%	66%	64%	59%	65%
First Generation Status					
First Generation	69%	69%	66%	64%	67%
Not First Generation	72%	74%	72%	68%	73%
Unreported	70%	70%	69%	62%	69%

Definition and Methodology Explanations
Sources: IPEDS Fall Enrollment Survey IPEDS Graduation Rates Survey IPEDS Outcome Measures Survey Massachusetts DHE data warehouse reports counts and percentages of students who enroll at other public, higher educational institutions in Massachusetts: https://tableau.mass.edu/ Cohorts are as of the fall census as reported to Massachusetts DHE. Fall census occurs on October 15th. Persistence is calculated based on returning students in the following spring term. Projections: Based on our maximum performance over the last 4 years + 2% increase. Data Notes: Retention and persistence rates were not included for student categories that had less than 10 students enrolled during the cohort year.

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		
	6 years ago	4 years ago	6 years ago	4 years ago	
	-	-	Fall 2017	Fall 2019	
First-time, Full-time Students	-	-	923	784	
Degree from MCC	-	-	28%	22%	
Degree from a different institution	-	-	23%	7%	
Transferred to a different institution	-	-	44%	35%	
Not graduated or transferred, still enrolled at MCC	-	-	5%	12%	
Stop-out from Higher Education	-	-	41%	43%	
First-time, Part-time Students	-	-	574	510	
Degree from MCC	-	-	15%	7%	
Degree from a different institution	-	-	8%	3%	
Transferred to a different institution	-	-	29%	22%	
Not graduated or transferred, still enrolled at MCC	-	-	6%	13%	
Stop-out from Higher Education	-	-	57%	61%	
Non-first-time, Full-time Students	-	-	287	263	
Degree from MCC	-	-	39%	40%	
Degree from a different institution	-	-	31%	15%	
Transferred to a different institution	-	-	55%	46%	
Not graduated or transferred, still enrolled at MCC	-	-	3%	5%	
Stop-out from Higher Education	-	-	29%	31%	
Non-first-time, Part-time Students	-	-	576	474	
Degree from MCC	-	-	24%	22%	
Degree from a different institution	-	-	17%	10%	
Transferred to a different institution	-	-	40%	33%	
Not graduated or transferred, still enrolled at MCC	-	-	4%	6%	
Stop-out from Higher Education	-	-	43%	46%	

Measures of Student Achievement and Success/Institutional Performance and Goals					
Associate's Completers & Vertical Transfer	3-Years Prior FY 2019	2-Years Prior FY 2020	1-Year Prior FY 2021	Current Year FY 2022	Next Year Forward FY 2023
Transferred within 1 Year of Conferment	52%	53%	51%	46%	55%
Transferred within 2 Years of Conferment	59%	59%	57%	-	61%
Persistence in Higher Education	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
BIPOC Higher Ed Persistence (4-year Cohort)	41%	43%	45%	47%	50%
Asian Higher Ed Persistence (4-year Cohort)	44%	46%	55%	45%	50%
Black or African American Persistence (4-year Cohort)	47%	51%	43%	56%	50%
Hispanic or Latino Persistence (4-year Cohort)	36%	38%	39%	43%	50%
First-Gen Higher Ed Persistence (4-year Cohort)	37%	40%	42%	41%	50%
Adult Students (25 or older) (4-year Cohort)	31%	30%	38%	41%	50%

Notes:
First-time students had never attended higher education prior. Not-first-time students had transferred from another institution or were readmitted to MCC. Non-degree seeking students were excluded. Persistence in Higher Education: Graduated from MCC or other college, Transferred within timeframe, or still enrolled at MCC. Measures: Degree from MCC, Degree from Another College, and Transferred to Another College are independent meaning that totals may not be equal to 100% given that students may complete none or all of these outcomes. Not-Graduated or Transferred, but Still Enrolled at MCC are students who were not included in the line above but had an enrollment that was within the last year (365 days). Stop-out from Higher Education were student who had not received a degree, transferred, or were not still enrolled at MCC. Data was compiled from Massachusetts HEIRS reporting for Fall semester census and National Student Clearinghouse data requested in November 2023. Projected Goal: Based on increasing all traditionally disadvantaged student groups to more closely match our overall rates.

Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)									
		3-Years Prior FY 2020		2-Years Prior FY 2021		1-Year Prior FY 2022		Most Recent Year FY 2023	
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
n/a									
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
Nursing (NCLEX RN)		66	65	65	55	43	43	43	43
Radiologic Technology		15	15	18	17	14	14	12	10
Dental Hygiene (NBDHE)		17	17	23	22	17	17		
		2016-17		2017-18		2018-19		2019-20	
College Scorecard/NSLDS - Job Placement Rates 1-Year After Highest Credential									
CIP Code	GE	Grads not Enrolled	Grads Working	Grads not Enrolled	Grads Working	Grads not Enrolled	Grads Working	Grads not Enrolled	Grads Working
1312 - Teacher Education and Professional Development	n/a	26	25	36	36	31	28	33	30
4101 - Biology Technician/Biotechnology	n/a			18	17	21	21	18	17
4301 - Criminal Justice and Corrections	n/a	27	25	40	39	47	45	36	35
5106 - Dental Support Services and Allied Professions	n/a	67	66	58	57	49	48	46	45
5109 - Allied Health Diagnostic, Intervention, and Treatment Professions	n/a	39	39	38	38	32	32	30	29
5138 - Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	n/a			24	24	40	40	37	36
5202 - Business Administration, Managment and Operations	n/a	69	65	88	87	90	87	98	92
Web location of gainful employment (GE) report (if applicable):									

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid						
	Fall 2017 3-Years Prior Fall 2017	Fall 2018 2-Years Prior Fall 2018	Fall 2019 1-Year Prior Fall 2019	Fall 2020 Current Year Fall 2020	Total Grad. Rate 4-Year	Fall 2021 Next Year Goal Fall 2021
Graduation Rates of First-time, Certificate Seeking Cohorts in 200% IPEDS Timeframe						
Addictions Counselor Certificate	-	-	-	-	0.0%	25.0%
Advanced Cybersecurity Certificate	-	-	-	-	-	-
Arts Administration Certificate	-	-	-	-	-	-
Biotechnology Technician Certificate	-	-	-	-	-	25.0%
Children's Behavioral Health Certificate	-	-	-	-	-	-
Computer Forensics Certificate	-	-	-	-	-	-
Computerized Accounting Certificate	-	-	-	-	-	-
Culinary Arts Certificate	-	-	-	-	-	25.0%
Cybersecurity Operations Certificate	-	-	-	-	-	-
Dental Lab Tech Certificate	-	-	-	-	-	-
Dir Supp Cert in Human Service Certificate	-	-	-	-	11.1%	25.0%
Early Childhood Education Certificate	12.5%	0.0%	-	-	10.0%	-
Energy Utility Technician Certificate	60.0%	-	-	-	60.0%	-
Engineering Tech CAD Certificate	-	-	-	-	-	25.0%
Engineering Tech Machining Certificate	-	-	-	-	-	25.0%
Entrepreneurship Certificate	-	-	-	-	10.0%	25.0%
Graphic Design Certificate	-	-	-	-	33.3%	25.0%
Hospitality Management Certificate	-	-	-	-	-	-
IT Cyber Security Entry Certificate	-	-	-	-	20.0%	25.0%
Launch Your Business Certificate	-	-	-	-	-	25.0%
Law Enforcement Certificate	-	-	-	-	-	-
Medical Assisting Certificate	-	-	-	-	-	25.0%
Medical Billing Coding Certificate	-	-	-	-	50.0%	25.0%
Mental Health Peer Support Certificate	-	-	-	-	-	-
Networking User Support Certificate	-	-	-	-	-	25.0%
Nursing Assistant Certificate	-	-	-	-	-	-
Paralegal Studies Certificate	-	-	-	-	-	-
Phlebotomy Certificate	-	-	100.0%	-	83.0%	25.0%
Travel Services Mgmt Certificate	-	-	-	-	-	-
Placement Rates						
Addictions Counselor Certificate						
Advanced Cybersecurity Certificate						
Arts Administration Certificate						
Biotechnology Technician Certificate						
Children's Behavioral Health Certificate						
Computer Forensics Certificate						
Computerized Accounting Certificate						
Culinary Arts Certificate						
Cybersecurity Operations Certificate						
Dental Lab Tech Certificate						
Dir Supp Cert in Human Service Certificate						
Early Childhood Education Certificate						
Energy Utility Technician Certificate						
Engineering Tech CAD Certificate						
Engineering Tech Machining Certificate						
Entrepreneurship Certificate						
Graphic Design Certificate						
Hospitality Management Certificate						
IT Cyber Security Entry Certificate						
Launch Your Business Certificate						
Law Enforcement Certificate						
Medical Assisting Certificate						
Medical Billing Coding Certificate						
Mental Health Peer Support Certificate						
Networking User Support Certificate						
Nursing Assistant Certificate						
Paralegal Studies Certificate						
Phlebotomy Certificate						

Travel Services Mgmt Certificate						

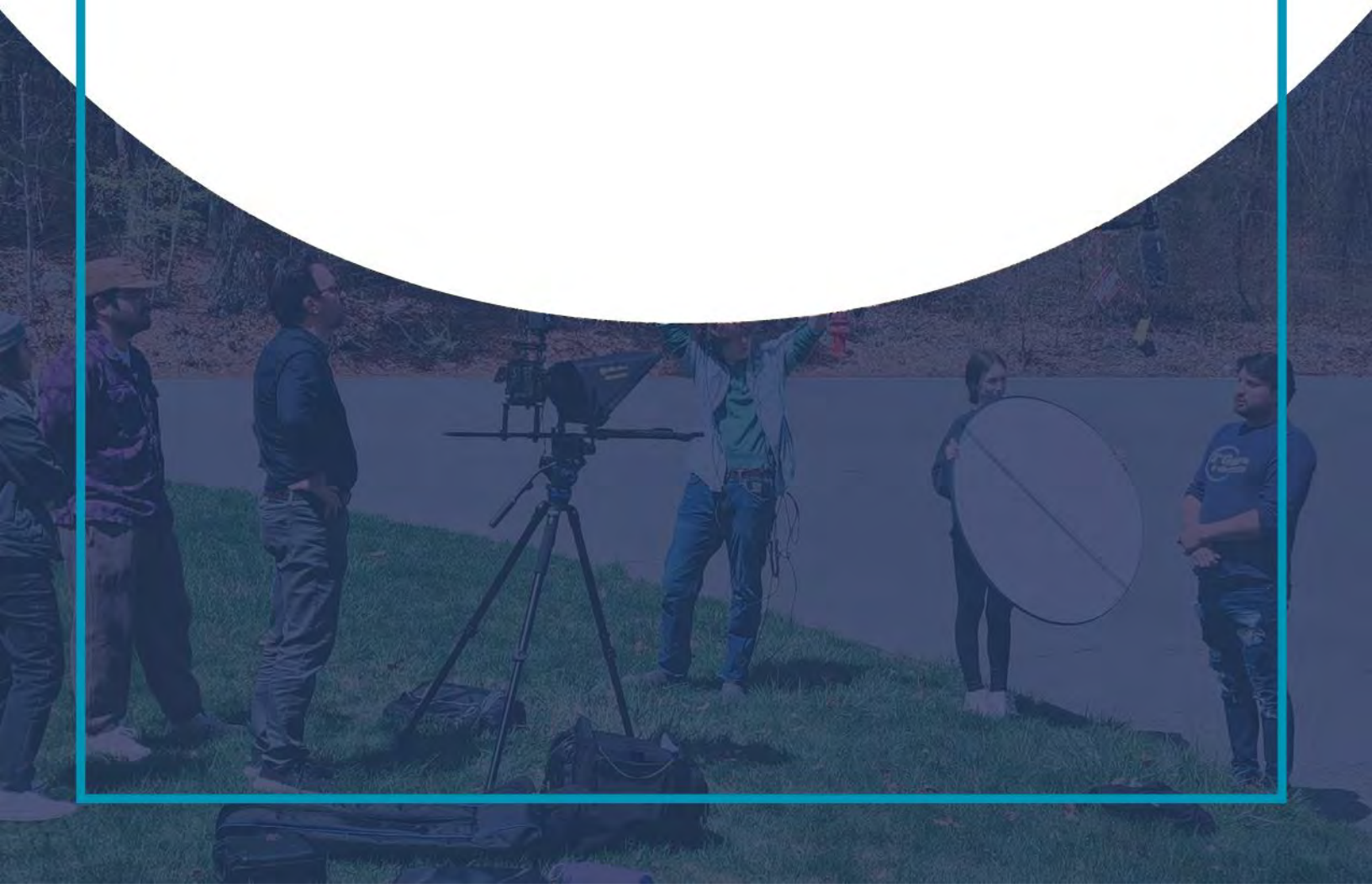
Please enter any explanatory notes in the box below
Sources: Job placement data is from College Scorecard accessed 2024-01. Data available for our career-focused Associate's degree programs; data in the College Scorecard is supressed for smaller completion cohorts. Graduation data uses first-time, certificate-seeking students from Massachusetts Fall HEIRS files. Projections: Projections are only provided for programs with first-time, certificate seeking students enrolled in fall 2021. Notes: Cell size of 5 or higher are included; cell sizes with less than 5 are suppressed.

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Current Year (FY 2024)	Next Year Forward (goal) (FY 2025)
Master's Programs					
Retention rates first-to-second year	-	-	-	-	-
Graduation rates @ 150% time	-	-	-	-	-
Average time to degree	-	-	-	-	-
Other measures, specify:	-	-	-	-	-
Doctoral Programs					
Retention rates first-to-second year	-	-	-	-	-
Graduation rates @ 150% time	-	-	-	-	-
Average time to degree	-	-	-	-	-
Other measures, specify:	-	-	-	-	-
First Professional Programs					
Retention rates first-to-second year	-	-	-	-	-
Graduation rates @ 150% time	-	-	-	-	-
Average time to degree	-	-	-	-	-
Other measures, specify:	-	-	-	-	-
Distance Education					
Course completion rates	-	-	-	-	-
Retention rates	-	-	-	-	-
Graduation rates	-	-	-	-	-
Other measures, specify:	-	-	-	-	-
Branch Campus and Instructional Locations					
Course completion rates	-	-	-	-	-
Retention rates	-	-	-	-	-
Graduation rates	-	-	-	-	-
Other measures, specify:	-	-	-	-	-

Definition and Methodology Explanations
Middlesex does not offer graduate-level programming.

STANDARD NINE:

Integrity, Transparency, And Public Disclosure



Description

Integrity

MCC is dedicated to achieving high ethical standards. The college's commitment to integrity is demonstrated by new mission and vision statements, the four strategic directions articulated in the With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027, its inclusive climate, the collaborative spirit among faculty and staff, and its reputation as a trusted community partner. All stakeholders are expected to act responsibly, honestly, and with integrity. These values are represented in numerous documents, policies, and practices. The college conducts its operations with truthfulness, clarity, and fairness and fully complies with standards of integrity set by NECHE and the Commonwealth of Massachusetts. Degrees and certificates are awarded in accordance with the authority granted by the Massachusetts BHE. Middlesex is a state supported institution authorized by the Massachusetts State Legislature, accountable to the Massachusetts's BHE, and a local BoT. The college is accredited by the NECHE and is a member of the American Association of Community Colleges (AACC).

Students, faculty, and staff are expected to uphold institutional standards of academic honesty as set forth in the Student Code of Conduct, the Core Commitments, the Honor Code, the Student Grievance Procedure, and the Computer and Network Usage Policy. These standards are available on the college website, highlighted during the onboarding process for new employees and students, and reinforced through professional development and advising sessions. The college provides opportunities to openly discuss issues related to integrity through the FSA, the Student Union Government Association, Critical Conversations, the union Management Association Committee on Employee Relations (MACER), and at BoT meetings. The FSA is the shared governance body that makes recommendations to the president on a broad range of issues. It meets eight times per year and is committed to fostering an atmosphere where issues of expectations, community standards, and policies can be discussed openly and collaboratively, with notes from these meetings available to all employees through the college Intranet.

Middlesex promotes a set of Core Commitments designed to educate students for personal and social responsibility, with the expectation that they act in an ethical manner and respect the viewpoints of others. Students have an honor code built on a set of student rights and responsibilities. They are designed to foster a climate for academic achievement, personal growth, and community engagement, based on a strong sense of mutual respect, integrity, and social responsibility. All students are provided the Student Code of Conduct and required to abide by the policies outlined in the Academic Catalog & Student Handbook. Middlesex partners with the Academic Integrity Seminar to support student ethical development and to remedy scholastic dishonesty violations. Faculty and staff have access to resources and support designed to effectively assess and respond to issues of academic dishonesty. The Student Assessment and Intervention Team (SAIT) is a multi-disciplinary group of staff members who meet regularly to promote the safe and effective functioning of the campus community. The SAIT team is proactive in providing centralized, coordinated, and supportive intervention for students at risk. The team consults with employees regarding problematic behavior.

Employees are provided a suite of resources, policies, and expectations as part of the onboarding process, regularly through announcements and updates in a monthly HR Happenings newsletter and other communications. Resources include collective bargaining agreements for MCCC full-time and part-time day faculty and professional staff, adjunct faculty (referred to as Division of Continuing Education or DCE), and AFSCME classified staff. In 2010, all 15 community colleges adopted a Copyright and Intellectual Property Policy that was created in collaboration with the Massachusetts Community College Office of the General Counsel. Intellectual property rights of faculty are codified and assured through collective bargaining agreements. Every two years, state employees must complete the State Ethics Commission's online Conflict of Interest training. In addition, senior leadership must annually file the State Ethics Commission's Statement of Financial Interests. Privacy rights are protected through the application of policies including FERPA, Personally Identifiable Information, and Data Security, which are posted on the college website and in the Academic Catalog & Student Handbook.

Campus policies regarding drug and alcohol use, Community Notification of Sex Offenders, and prohibited conduct are all available on the college website. Policies regarding fair work practices, Affirmative Action, and Title IX are located on the Diversity & Equity Affairs website. Educational policies and procedures are equitably applied to all Middlesex students. College policies are evaluated for relevancy and currency, and adjusted as regulations, guidance, and laws at federal and state levels change. As described in Standards Two and Eight, the college's planning, evaluation, and assessment efforts contribute to a culture of transparency, accountability, and integrity.

The freedom to pursue and disseminate knowledge is endorsed by the college as an essential faculty and student right and guaranteed through BHE-Massachusetts Community College Council collective bargaining agreements. The SoTL Community is a platform for educators to frame scholarly inquiry in light of existing research, collaborate with faculty and staff, and create their own body of knowledge. The IRB employs a high standard of ethics to protect the rights and welfare of human subjects in research. Review of research methodology is completed, and approval obtained prior to any interventions with students or employees that will contribute to generalizable knowledge.

The college's strategic plan is focused on equity and guides all policy, programmatic and student support decisions with the goal of respecting and supporting all students, faculty, staff, and community members of diverse characteristics and backgrounds. Middlesex is in compliance with the Massachusetts Community Colleges Policy on Affirmative Action, Equal Opportunity & Diversity implemented in 2021. This statement also includes guidelines for implementation of the Affirmative Action policy. The Accessibility Policy Statement, Affirmative Action Statement, and Privacy Policy are all published at the bottom of each webpage.

The college implemented organizational changes to enact its equity-focused mission, vision, and strategic plan. In 2022, the position of executive director of DEI was created to provide oversight on the college's equity efforts. In 2021, Middlesex established the CTRHT, an AAC&U initiative, intended to support the vision and mission of the college with an emphasis to promote racial healing and prepare the next generation of leaders to build just and equitable communities. A Religious Observance Calendar guides employees in the scheduling of collegewide meetings. Through the Office of Professional Development, equity-focused training opportunities and resources are available, including an Inclusion Toolkit. In 2021, the college produced a series of multilingual videos targeted to students, and the local community, about the importance of vaccination in response to COVID-19.

The pervasive role and dependence on technology are increasingly apparent, and Middlesex has implemented measures to guarantee accessibility to digital resources. The Digital Accessibility Team assesses policies and practices at the college focused on the creation of accessible electronic content including webpages, emails, course materials, social and digital media. In 2022, the college invested in Anthology Ally for Blackboard Learn to make course content more accessible by automatically checking for issues and generating alternative formats; guiding instructors to improve the accessibility of their course content and alter future behavior; and generating a site-wide report on content accessibility to further improvements. In 2020, the college invested in Campus Suite, a technology service that converts inaccessible PDFs to accessible PDFs as part of a collegewide push to remediate inaccessible PDF documents. The Procurement Office now requires all software contracts to include a Voluntary Product Accessibility Template (VPAT).

The FSA Curriculum Committee ensures academic rigor and integrity through a curriculum approval process that is driven by faculty and supported by the provost and president. When required, curriculum additions and changes are submitted to the Massachusetts DHE for approval. Faculty lead a comprehensive evidence-based system of student learning outcomes assessment. Admissions and student-focused policies and procedures are reviewed regularly and clearly communicated via the website.

Middlesex is responsible for all its educational activities, including civic engagement and service-learning opportunities, dual enrollment and early college programs, the Lowell Middlesex Academy Charter School, the Middlesex Community College Law Center, Living the Dream Partners, CTHRT, and other partnership programs that are core to the college's mission.

Middlesex is committed to due process and a prompt, fair, and objective investigation if a violation of a policy or procedure has been reported, ensuring that the rights of all persons involved in the grievance process are protected. Policies related to the fair resolution of grievances brought by faculty, staff, or students are reviewed regularly. Appropriate policies and procedures for the fair resolution of grievances brought by students are available in the Student Code of Conduct and in the Academic Catalog & Student Handbook. Appropriate policies and procedures for the fair resolution of grievances brought by faculty and staff is published on the HR website.

Middlesex values peer review and acts with honesty and integrity in its relationship with the New England Commission of Higher Education. The college complies with all NECHE's accreditation standards, integrity provisions, policies, requirements of affiliation, and requests. The college engages with NECHE in an advisory capacity as needs or issues are indicated.

Transparency

The Middlesex website contains the information necessary to allow current and prospective students to make informed decisions about their education. The Academic Catalog & Student Handbook serves as the official source of information for students and contains academic policies, procedures, course and program descriptions, student expectations, and other information relevant to students' educational experience. The academic catalog archive provides access to catalogs published online since 2007. Past editions of the Academic Catalog can be accessed online from the college website. Users requiring a printed version may contact the Registrar and a printed copy will be made. Student graduation, transfer, and retention rates are posted on the college website along with expected student learning outcomes. Learning outcomes and career and transfer outlook data are listed by degree program, as seen in this program of study for the AS in Business Administration Career. The Student Code of Conduct communicates to students their rights and responsibilities, learning outcomes of the process, application of the policy, definitions, expectations of behavior, and procedures followed when expectations are not met. The Student Grievance Procedure outlines the goal of the policy in resolving conflicts, student rights, definitions, how the procedures are utilized and under what conditions. For a student to address allegations of discrimination, including sexual harassment, the college's Affirmative Action Grievance Procedure is a mechanism for resolution.

The website was a critical component of the college's communication plan during the disruption caused by the COVID-19 pandemic. Vaccine requirements and safety protocols were prominently posted. EMT created a COVID-19 Frequently Asked Questions page that was updated as new information became available. A dedicated email account for communication with the EMT was created to 1) disseminate important information regarding college health and safety policies and 2) collect reported infected cases and contacts in accordance with the Massachusetts Department of Health's mandatory contact tracing program. The college also increased its usage of social media, campus-wide email communication, and dissemination of information via the mobile app to stay connected with the college community and share vital information.

The college publishes an Annual Safety and Security Report on the website that can be printed on request. Reports published since 2012 are also available on the website. Campus policies regarding drug and alcohol use, Community Notification of Sex Offenders, and prohibited conduct, and Title IX regulations are all available on the college website.

Non-discrimination/Affirmative Action policies for recruitment and admissions, student assessment, and student disciplinary action are available on the college website and are in the Academic Catalog and the Student Handbook and Student Code of Conduct. All college policies, including those regulating admissions, grading, assessment, student discipline, and the consideration of complaints and appeals are found on the college website and in the Academic Catalog and the Student Handbook. College policies related to employment, including employment opportunities, Affirmative Action, Family Medical Leave Act (FMLA), overtime, compensatory time, and telework are all available on the HR department's website, as well as included in the HR Newsletter and communicated via email to employees. The college uses social media and the mobile app

to further provide information to students, employees, and the public on admissions and employment opportunities and policies.

Middlesex adheres to the Massachusetts Public Records Law (M.G.L Chapter 66 & M.G.L. Chapter 4, Section 7 (26) and honors reasonable requests for information as applicable within federal and state law.

The college promptly addresses requests and endeavors to make commonly sought-after content readily accessible on its website. The public can submit information requests through the college's website. Further inquiries are directed to the college's Records Access Officer. Essential documents such as audit and financial reports, salary and benefit details, successful bids for public contracts, and grants awarded by federal, state, and municipal governments are accessible on the college's Frequently Requested Public Records webpage. The BoT meeting schedule and minutes are also published.

All forms of print and digital communications officially representing the college are consistent with content in the Academic Catalog & Student Handbook and accurately portray opportunities available to students. In 2022, programs of study in the Academic Catalog were restructured to match the Academic Maps for clarity and consistency and to ensure the maps are available in an ADA accessible format. In 2023, a New Program Checklist was created through the Enrollment Working Group, establishing expanded steps for obtaining curriculum approval. This checklist includes the step of sharing information with the Office of Marketing Communications so that print and digital recruitment communications are consistent with academic catalog content. Marketing materials produced for recruitment are printed in smaller quantities to ensure that at least twice a year, program offerings and admission policies can be reviewed and updated if necessary. All external print and digital communications are produced through the Office of Marketing Communications, whose staff fact check information, write in a singular voice, and ensure up-to-date and easy to understand information that is consistent across all communications channels is presented.

The Office of IR and Assessment aims to provide timely, accurate, and unbiased information and analysis to assist evidence-based decision making. IR shares results of data collection and assessment related to program excellence, learning outcomes, success in placement, and academic benchmarks on the college website via a Tableau® site. Additional resources such as the U.S. Department of Education College Scorecard, the Massachusetts DHE PMRS, along with other data sets are published.

Middlesex's print and digital publications are reviewed annually to ensure that the information contained within is complete, accurate, available, readily accessible, and current. The Office of Marketing Communications coordinates with IR for the annual production of MCC's Fast Facts which is printed and shared via the college website. Marketing staff serve on the college's Enrollment Working Group, which provides the communications team direct access to the policies, people, and procedures that need to be communicated, ensuring that content is updated, complete, accurate, available, readily accessible, and current. The Academic Catalog & Student Handbook is on an annual update cycle, ensuring that content is reviewed every twelve months for accuracy.

Public Disclosure

The MCC website and Academic Catalog & Student Handbook accurately describe the institution and communicates its obligations and responsibilities of both students and the institution. Sufficient information on the size and characteristics of the student body, campus settings, academic programs, academic and student support services, co-curricular and nonacademic opportunities, and events is provided to current and future students. The About page on the college's website includes information on accreditation, the college at a glance, college directory, campus information, and leadership. The website and Academic Catalog & Student Handbook communicate the institution's mission, academic programs, courses offered, expected educational outcomes, academic policies and procedures, degree requirements, its status as a publicly supported college, admissions requirements and procedures, transfer credit policies, articulation agreements, tuition and fees, refund policies, community standards, student appeals and complaint procedures. Middlesex publishes a list of college leadership, BoT,

faculty, staff, and adjunct clinical faculty on its website. The faculty listing includes their academic department, earned degrees, and the granting institution.

Information describing the campuses, student population, teaching modalities, and resources available to students is published on the college website. The MCC Fast Facts page provides key information about the college. The Academic Catalog and Student Handbook describes all programs, academic, library, and student support services. The college promotes all career, internship, and volunteer opportunities via a student employment webpage, connecting students to paid and unpaid career and learning opportunities. Volunteer, civic, and service-learning opportunities are accessible via the college's Civic & Service-learning webpage.

The Academic Catalog and Student Handbook lists all courses offered by the college during each academic year. Students are able to view the recommended order of courses in their program on the academic maps, which list when courses are offered as well as helpful tips, honors information, and career outlook resources. Courses not offered for two consecutive years that will not be taught during a third consecutive year are not listed in the catalog.

The Office of IR and Assessment provides timely, accurate, and unbiased information and analysis to assist evidence-based decision making. Readily accessible aggregate data about student achievement and performance is available on the website. A student enrollment profile and other data visualizations using Tableau are available to faculty and staff, and the public. Aggregate data about institutional and student performance are available in the MCC Fact Book, archival fact books, and on the DHE's PMRS. The current strategic plan highlights information on student success, including rates of retention and graduation, appropriate to institutional mission. Passage rates for licensure examinations are published on program webpages.

Middlesex is committed to making information about the cost of college visible, accessible, and understandable. The Paying for College tab on the website directs students to resources on financial aid, payment plans, scholarships, the Commonwealth Commitment, and veteran and military benefits. Tuition and fees are posted on the college website. A net price calculator is available to help students estimate the cost of attendance. Through the SUCCESS Scholars Program, students have access to a dedicated financial wellness counselor who provides mentoring, coaching, events, and financial information sharing designed specifically for students. Middlesex offers students free access to iGrad, a personal finance online platform that provides 24/7 on-demand money management, financial-aid education, resources, and tools for students, alumni, faculty, and staff. Information on loan repayment and the servicer of an existing Federal Student Loan can be found on the Student Loan webpage.

MCC ensures that only authorized individuals have the authority to enter into contracts, memorandums of understanding, and agreements, thereby safeguarding the interests of the Commonwealth of Massachusetts, the college itself, its employees, and vendors. All contractual arrangements must adhere to both state requirements and institutional guidelines. Specifically, the president and the vice president of finance and chief financial officer are empowered to sign all contracts, leases, memorandums of understanding, and agreements, in accordance with the president's delegation of signature authority matrix. Only those persons specified in this matrix are permitted to legally commit the college to any contractual or legal obligations. Individuals not explicitly listed in this document are not authorized to sign contracts (refer to the Signatory Authority document for details).

The institution's current accreditation status is available on the college website, accessible from the footer of each webpage, and is included in the Academic Catalog & Student Handbook. After rigorous review, Middlesex is recognized with special program accreditation from the following: Commission on Dental Accreditation (CODA), Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), National Association for the Education of Young Children (NAEYC), Commission on Accreditation of Allied Health Education Programs (CAAHEP), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Accreditation Commission for Education in Nursing (ACEN), Joint Review Committee on Education in Radiology Technology (JCERT), Commission on English Language Program Accreditation (CEA), and the

American Bar Association (ABA). Middlesex is a member of NC-SARA and is authorized to award degrees in 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Appraisal

Integrity

Expectations of ethical behavior are explicitly promoted and facilitated through a commitment to shared governance and leadership. The FSA fosters an exchange of ideas and is a respected and recognized forum for faculty, staff, and administrators to communicate about college policy. Policy changes are discussed and debated resulting in active engagement of the college community.

Transparency

Middlesex employs numerous communication channels to support transparency. A mobile app provides all students and employees quick access to the college website, important information, and emergency alerts. This free application can be installed on any smartphone and, in addition to the dissemination of content, serves as a two-way platform for students and employees to share information. HR sends a monthly newsletter to employees with links to important information. A listserv provides employees and students with regular communication. Employees receive a daily email with links and information. Students receive an email two times a week. In addition, the president holds critical conversations four times per semester which discuss topics such as campus capital expenditures, equity work, survey analyses, the strategic, the master plan, and accreditation status/feedback.

Public Disclosure

Integrity, transparency, and public disclosure are best achieved through a well-functioning website. The existing website, while providing the community with adequate access to essential information, is more than 11 years old. Website technology has changed drastically, and the website has not kept pace with evolving technology, user behavior trends, and advancements in the higher education marketing, communications, and enrollment landscape. The site has grown to nearly 2,000 pages maintained by more than 200 employees with little collaboration, resulting in duplicative, low-quality content. This has also led to the website serving two different functions: 1) as an external facing resource for recruitment and 2) as an internal Intranet with content meant only for current students and employees. This approach has caused a glut of content that can be difficult to sift through.

During the strategic planning process, the need to update and restructure the website was identified as a strategic priority. The director of Marketing Communications was tasked with creating a cross-departmental group of employees to form the Website Redesign & Accessibility Project (WRAP) Team. This team developed an inclusive and transparent method to identify a process and the resources necessary to undergo this massive project. An industry expert in digital marketing and higher education websites conducted a comprehensive audit of the entire site. The audit identified 16 areas needing improvement and nine potential threats. The audit confirmed what the WRAP Team already discovered, that about 75% of content is either outdated, contains information intended for current students and/or employees only, contains no call to action, or serves as a historical reference for previous college work. The college is planning on moving forward with the bifurcation of the existing web content into a forward-facing engagement and recruitment focused Internet and a separate Intranet composed of web content intended for current students, faculty, and staff. This shift in strategy will necessitate the college to utilize the internet as a means of engagement rather than merely as a source of information.

At the end of the 2023 academic year, IT purchased and launched a new portal solution that is ADA accessible and optimized for mobile phone and tablet use. The original myMCC was introduced decades ago as a quick access point to important information for students and employees, but the technology was difficult to maintain and beginning to fail. The new, modern portal provides students and employees with an engaging experience that is a single point of access to an information hub, reducing information silos.

With Title III funds, the college purchased a CRM system to provide an online application option for students. Through the utilization of this software, the college has implemented online acceptance letters and subsequent email communications regarding next steps. This has facilitated enhanced communication and transparency with students. Additionally, it enables the Admissions team to tailor messages to specific groups, including BPIOC, Latinx, LGBTQIA+, and AANAPI applicants.

With a revised college mission statement prioritizing equity, it is crucial for the institution to examine the language employed in its public communications. Frequently, our communications are composed at a reading level equivalent to a master's degree or higher, which may pose challenges for individuals whose first language is not English.

Projection

- By fall of 2024, the college's redesigned website will be completed that addresses the areas of improvement highlighted by the audit.
- By spring 2024, the Office of Marketing Communications will create and train a team of brand ambassadors in Enrollment Services and Students Affairs who can responsibly create integrated communications for students, ensuring that the information shared is accessible, equity focused, and consistent with the content and messaging shared in the catalog and on the website.
- By 2025, the Office of Marketing Communications will invest in the development of more multilingual communications for admissions and recruitment. Our goal is to better educate students and families whose first languages are not English in the college-going process.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)			
	Last Updated	Website location where policy is posted	Responsible Office or Committee
Policies			
Academic freedom		https://www.middlesex.mass.edu/professionaldevelopment/handbook/freeunion.aspx	Provost
Academic honesty		https://www.middlesex.mass.edu/deanofstudents/academicint.aspx	Provost
Conflict of interest		https://www.mass.gov/info-details/summary-of-the-conflict-of-interest-law-for-state-employees	Human Resources
Fairness for faculty		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
Fairness for staff		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
Fairness for students		https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3012#policy-on-affirmative-action-equal-opportunity-diversity	Provost
Intellectual property rights		https://www.middlesex.mass.edu/copyright/downloads/mccpolicy.pdf	Provost
Research		https://www.middlesex.mass.edu/irb/	Institutional Review Board
Student Code of Conduct		https://www.middlesex.mass.edu/deanofstudents/2020coc.aspx	Provost
Student Grievence Procedure		https://www.middlesex.mass.edu/deanofstudents/grievance.aspx	Provost
Student Privacy rights		https://www.middlesex.mass.edu/humanresources/downloads/ferpatrain.pdf	Provost
Title IX		https://www.middlesex.mass.edu/diversityandequityaffairs/titleix_home.aspx	Title IX Coordinator
Non-discrimination policies			
Advancement		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
Disciplinary action		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
Employment		https://www.middlesex.mass.edu/diversityandequityaffairs/downloads/paa0820.pdf	Human Resources
Evaluation		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
Student Accessibility		https://www.middlesex.mass.edu/disclosurestatements/accessible.aspx	Provost
Student Recruitment and admissions		https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3012#policy-on-affirmative-action-equal-opportunity-diversity	Provost
Student Sexual Harassment		https://www.middlesex.mass.edu/disclosurestatements/sexharasspo.aspx	Title IX Coordinator
Resolution of grievances			
Students		https://www.middlesex.mass.edu/deanofstudents/grievance.aspx	Provost
Faculty		https://www.middlesex.mass.edu/humanresources/refguide.aspx	Human Resources
Staff		https://www.middlesex.mass.edu/humanresources/refguide.aspx	Human Resources
Union Contracts		https://www.middlesex.mass.edu/humanresources/policy.aspx	Human Resources
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?	Middlesex has a free app available for download from Apple's App Store and Google Play. The apps are described on Middlesex's web-site: https://www.middlesex.mass.edu/technologycenter/mccmobile.aspx
	The college's directory of faculty and staff email addresses and college phone numbers is available on Middlesex's Mobile App as well as the Middlesex web-site at: https://www.middlesex.mass.edu/directory/
	Middlesex can be contacted through the MCC website. There is an email address, phone number, https://www.middlesex.mass.edu/contactus/ middlesex@middlesex.mass.edu The college's phone number for in-state calls is: (800) 818-3434 For out-of-state calls the phone number is: (978) 656-3370
How can inquiries be made about the institution? Where can questions be addressed?	The college also uses social media platforms: https://www.instagram.com/middlesex_cc/ https://www.facebook.com/TheMiddlesexCC https://twitter.com/Middlesex_CC https://www.youtube.com/user/TheMiddlesexcc http://community.middlesex.mass.edu/blogs/mccblog/ https://www.pinterest.com/middlesexcc/ https://www.linkedin.com/school/middlesexcommunitycollege/
	The college publishes information about making public records requests: https://www.middlesex.mass.edu/disclosurestatements/publicrecord.aspx
Notice of availability of publications and of audited financial statement or fair summary	Financial Statement & Management's Discussion and Analysis: https://www.middlesex.mass.edu/financediv/fin_rpts.aspx
Processes for admissions	https://www.middlesex.mass.edu/admissions/
Processes for employment	https://www.middlesex.mass.edu/employmentatmcc/
Processes for grading	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2528#Credit_Hour_Policy
Processes for grading	https://www.middlesex.mass.edu/adjunctjunction/syllabus.aspx
Processes for assessment	https://www.middlesex.mass.edu/programreview/
Processes for student discipline	https://www.middlesex.mass.edu/deanofstudents/2020coc.aspx
Processes for consideration of complaints and appeals	https://www.middlesex.mass.edu/deanofstudents/complaintfrm.aspx
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
Institutional Student Learning Outcomes	https://www.middlesex.mass.edu/teachinglearningreflectioncenter/islos.aspx
Program Student Learning Outcomes	https://middlesex.mass.edu/academics/offerings.aspx
Course Student Learning Outcomes	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3016
Career Internship Experiences	https://www.middlesex.mass.edu/careerservices/default.aspx
Learn & Earn Paid Internships	https://www.middlesex.mass.edu/biotechnology/learnandearn.aspx
Student Assessment & Course Placement	https://www.middlesex.mass.edu/studentassessment/default.aspx
Accredited Programs	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2538
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://catalog.middlesex.mass.edu/
Obligations and responsibilities of students and the institution	https://catalog.middlesex.mass.edu/index.php?catoid=31
Information on admission and attendance	https://www.middlesex.mass.edu/admissions/default.aspx
Institutional mission and objectives	https://www.middlesex.mass.edu/about/mission.aspx
Expected educational outcomes	https://www.middlesex.mass.edu/institutionalresearchandanalytics/islo.aspx
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.middlesex.mass.edu/about/mccfastfacts.aspx
Requirements, procedures and policies re: admissions	https://www.middlesex.mass.edu/admissions/default.aspx
Requirements, procedures and policies re: transfer credit	https://www.middlesex.mass.edu/transfer/credits.aspx
A list of institutions with which the institution has an articulation agreement	https://www.middlesex.mass.edu/transfer/transartic.aspx
Student fees, charges and refund policies	https://www.middlesex.mass.edu/studentaccounts/
Rules and regulations for student conduct	https://www.middlesex.mass.edu/deanofstudents/2020coc.aspx
Procedures for student appeals and complaints	https://www.middlesex.mass.edu/deanofstudents/complaintfrm.aspx
Procedures for student appeals and complaints	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2908&hl=grading&returnto=search
Other information re: attending or withdrawing from the institution	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2528#Withdrawal_from_the_College
Academic programs	https://www.middlesex.mass.edu/academics/offerings.aspx
Courses currently offered	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2539
Other available educational opportunities	https://middlesex.mass.edu/workforcetraining/
Other academic policies and procedures	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2535
Requirements for degrees and other forms of academic recognition	https://www.middlesex.mass.edu/academics/offerings.aspx
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2536#Faculty_and_Staff
Names and positions of administrative officers	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2536#Faculty_and_Staff
Names, principal affiliations of governing board members	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2536#College_Leadership
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.middlesex.mass.edu/academics/offerings.aspx
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	https://www.middlesex.mass.edu/about/mccfastfacts.aspx
Description of the campus setting	https://www.middlesex.mass.edu/about/bedford.aspx https://www.middlesex.mass.edu/about/lowell.aspx
Availability of academic and other support services	https://www.middlesex.mass.edu/advising/

Range of co-curricular and non-academic opportunities available to students	https://www.middlesex.mass.edu/studentlife/support.aspx
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.middlesex.mass.edu/programreview/
Institutional goals for students' education	https://www.middlesex.mass.edu/programreview/
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://www.middlesex.mass.edu/institutionalresearchandanalytics/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.middlesex.mass.edu/financialaid/
Expected amount of student debt upon graduation and loan payment rates	https://collegescorecard.ed.gov/school/?166887-Middlesex-Community-College
Statement about accreditation	https://catalog.middlesex.mass.edu/content.php?catoid=28&navoid=2538

APPENDIX A:
Affirmation of Compliance

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://catalog.middlesex.mass.edu/content.php?catoid=34&navoid=3225&hl=transfer&returnto=search
Print Publications	n/a
Self-study/Fifth-year Report Page Reference	P 28, P 96

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

URL	https://catalog.middlesex.mass.edu/content.php?catoid=34&navoid=3233#grievances
Print Publications	n/a
Self-study/Fifth-year Report Page Reference	P 53, P 94

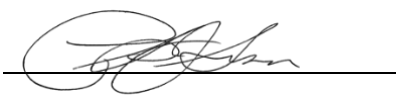
3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the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

Method(s) used for verification	Unique user IDs and passwords
Self-study/Fifth-year Report Page Reference	

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

URL	https://www.middlesex.mass.edu/neche/2024neche.aspx
Print Publications	Lowell Sun (local newspaper)
Self-study Page Reference	x

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

Chief Executive Officer:  Date: 8/5/2024

March 2016, June 2020, August 2021

APPENDIX B:
E-Series Forms on Student Achievement and Success

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (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)
At the institutional level: Library	2022-2023 Library instruction sessions Information Literacy	Surveyed students who had completed library instruction as part of Orientation+ IDS courses	Library staff: Our initial survey yielded good information (satisfactory responses) but it was a very small sample	We plan to send the survey closer to the time of orientation to ensure a higher response rate	
Library	2021-2022 OER Assessment	Surveys of faculty who received OER stipends; surveys of students in those classes	Library staff: Based on this data, it appears that faculty in the Liberal Arts Division participate the most in using OER in their courses. There was notably no participation from faculty in the Nursing and Allied Health Division. The library could try and do more outreach in future grant rounds and OER work to this division. More initiatives and funding could be offered to support faculty interested in Open Pedagogy, adopting an entirely new OER source, or to create their own OER.	This work confirmed the value of OER work to our faculty and students. We will continue to work with faculty to find OER materials. We will continue to request grant funding to offer stipends to faculty. We will continue to hire a Student OER Ambassador to help publicize and market the use of OER. In summer 2022 we will have an OER Assistant to continue the work of documenting which programs and certificates offer low/no-cost options to their students.	
Library	2020-2021	Google Form inspired by Project Outcome Instruction Survey was provided to students at the end of sessions	There are two open ended questions that are especially useful for the librarians: What is something new you learned today and What is one question you still have or something you found confusing from today's session? In terms of implementing the assessment, one challenge that all librarians identified was getting students to complete the assessment form.	The librarians used the responses from these two questions in particular to evaluate and revise their future instruction sessions. We also used the information obtained about something students still found confusing to follow up directly with faculty or students either by email, posting a response in the Blackboard course, or in the next class visit. Some changes we plan to implement to help resolve this is to discuss the assessment with the faculty prior to the class, post a link to the assessment in the Blackboard course and/or on the course guide, leave ample time at the end of the session for students to complete it, and follow up with faculty after the session to help increase participation.	
	2022-2023	Midterm Deficiency Grade Reports	The data was used to create a baseline to assess the impact of	We will continue to compile data from midterm grades and	

Academic Advising	Personal & Professional Development; Critical & Creative Thinking	Navigate Progress Reports End of term grade reports	progress reports on student success Few midterm grades or progress reports are submitted by faculty, but of those submitted most students fail the course	progress reports to determine the effectiveness of these systems	
Academic Advising	2021-2022 Personal & Professional Development; Critical & Creative Thinking	Headcount and Enrollment Counts Midterm Grade Reports Navigate Progress Reports (any alert submitted and concerning alerts) End of term grade reports	The data was reviewed through Tableau which allowed us to more accurately view trends for (1) the MCC student population as a whole, (2) students who received Midterm Grades (3) students who received at least one Navigate report and (4) students who received both Midterm Grades and Navigate Reports Because the populations in 2,3, and 4 are small and because there is fewer than five years-worth of data, the information is correlational only. However, it appears that Navigate Reports are having a positive effect on final grade success rates	We will continue to track and trend data in these areas to learn if Navigate Reports are likely to be improving student success This is the first academic year that all midterm grades were requested from faculty, not just midterm deficient grades. We hope to have a larger population as semesters continue. Faculty usage of Navigate is also improving which will improve our data and make it more generalizable Based on faculty feedback we changed the wording in the outreach students receive just before the withdrawal deadline – we hope this mitigates students withdrawing unnecessarily. We have discussed other confounding variables that impact the data each term, as well as how to track that. We have discussed other areas of interest we may want to track to see if our methods are working i.e. students who attend NSR/meet with an advisor vs. new students who self-register with no advising contact	
Academic Center for Enrichment (ACE)	2022-2023 Student Leaders will adapt to the needs of the students they are working with to support independent learning.	Assessing Intra-Personal Capacity. Student Leaders submitted end of semester reflections by answering a prompt.	Provided EOS rubric to ACE team and normed together before using Bb outcomes. Overall scores high, 70% scored in either Distinguished or Proficient. Student Leaders scored lowest on outcome of adaptation.	We need good examples for Student Leaders to refer to and we need different rubrics for the different modalities offered. Low scores might not mean they don't understand and practice what we want them to know. It might mean they can't express themselves. Next year, focus on PSLO#2, survey student users about whether Student Leaders are contributing to a collaborative and respectful environment.	

Academic Centers for Enrichment (ACE)	2021-2022 After participating in three or more SI or Tutoring sessions, students will demonstrate independent application of learning strategies.	Student Surveys	Out of at least 20 techniques which represent different kinds of learning strategies, each had a minimum of 12 out of 90 students who were introduced to it and used outside of session. Majority of techniques introduced are used independently These strategies were 50% or higher on the list: Asking questions, reviewing notes, break down a problem, checking work, Outside of session, using visuals/images joined the list.	Think about these questions: Would there be a different outcome if we had specific subject surveys? Which strategies are used most often by discipline? Making predictions and making an outline are universal and maybe should be emphasized more in sessions?	
Academic Centers for Enrichment (ACE)	2020-2021 After participating in three or more SI or Tutoring sessions, students will demonstrate independent application of learning strategies.	Q5 Student Survey	70% of the students who answered the survey are applying the Learning Strategies independently Themes: The amount of confidence built and collaboration (working with others, professor)	Emphasize the objectives in our mission through our work.	
Academic Centers for Enrichment (ACE)	2019-2020 ACE Student Leaders will be able to explain how the use of the instructional strategy "Redirecting Questions" encourages the tutee to become a critical thinker and an active independent learner. ACE Student Leaders will be able to describe an instance of the effective use of the strategy "Redirecting Questions" as part of an academic support tutoring or SI session.	EOS reflections	Looking at raw data, how many SL's were at the beginning and what % Easier time describing an instance (outcome #2) instead of explaining (outcome #1) Over 59% above a 2in outcome 1 Over 66% above a 2 in outcome 2 9 out of ? SL's had a 2 pt difference between outcome 1 & 2 9 out of? SL's had a min of a 3point diff between evaluators	Do we need to do a better job preparing our new SL's Provide an example when asking the question Provide multiple ways to demonstrate/complete the EOS reflection (written, audio, video) Practice norming more and provide a 3rd evaluator if the range differs by 3 points or more between evaluators	
	2020 - 2021 ACE Program Review	Peer Tutoring data from our tutoring centers.	ACE Department, 2 MCC Faculty Members and an Outside Evaluator	Develop stronger faculty relationships ○ Student Leaders lead workshops for MCC Community ○ Enhance awareness of SI supported courses with the MCC Community ○ Develop quick assessment methods for soliciting student user feedback	

				○ Broaden our assessment options for student leader reflection ○ Improve ACE website ○ Improve ACE presence on the MCC mobile app ○ Improve our tutoring system data collection	
	2019 Council on the Advancement in Standards in Higher Education (CAS) Tutoring Program	Self-Assessment	ACE Department	Promote citizenry by placing Food Pantry Bins in each center for students and staff to donate food items to the MCC Food Pantry Post assessment data on the ACE website and on campus with current usage and assessment data to promote our services reate an onboarding professional staff checklist for getting new staff acclimated to the department, including opportunities to learn more about college services for students and professional development opportunities Implementing additional trainings for our ACE Student Leaders so they get more comfortable providing study skill support and mentoring. Advertise and promote career support services through the Writing Centers	
Academic Centers for Enrichment (ACE)	2018 Council on the Advancement in Standards in Higher Education (CAS) SI Program	Self-assessment questionnaire	ACE department.	Develop outcomes for the SI Program, SI Leaders, SI Users and all training workshops and incorporate them into our training, recruitment, and daily practice ● Develop criteria for Student Leaders to earn an SI Leader Provide additional training opportunities around wellness/mental health, safety, disability support and handling difficult scenarios including confidentiality and ethical concerns certification lick or tap here to enter text.	
Career Services and Student Employment	2020 – 2021 Exhibit career readiness through intentional guided	All current MCC student employees were invited to complete our	Career and Student Employment staff	In the following year we will offer more variety in our trainings for Student Employment. We will also	

	conversations with student employees to measure time management skills, demographics of program, barriers to SE, understanding and ability to demonstrate transferable skills, conflict resolution and professionalism.	survey. 31 out of approximately 180 student employees responded to the survey. 3 supervisors participated		consult with staff and faculty from around the college to have them assist in offering more trainings	
Career Services and Student Employment	2020 - 2021 ISLO - Written and Oral Communication	Compared Resumes with and without assistance from Career Development Office	Career and Student Employment Staff. Writing Center staff	1. MCC Student Employment will continue to offer assistance with resumes before/during the hiring process. That the earlier the Career Development Office is involved the better the resumes become. 2. Will continue to use the Handshake platform for recruitment and in the coming years utilize analytics around student employment. 3. Create a new resume template for student employee use. This will be provided to supervisors and will be linked in all job postings. 4. Create a Career Development/Student Employment Map with milestones 5. Continue to make every effort to intervene in the creation of student resumes and offering multiple follow up appointments	
Civic and Service Learning	https://www.middlesex.mass.edu/studentlife/civicservicelearning/default.aspx 2021-2022	Post project surveys, focus group data	CSL office, service-learning faculty semesterly after project completion, focus group data annually by CSL staff	Complete overhaul of SL program in 2022 - more class focused projects, more equitable time commitment for students, more focus on civic and community engagement and problem solving	
Office of Student Engagement	2021-2022 Onboarding	Surveys, student assessments, enrollment reports	OSE Office, Onboarding Committee consisting of faculty and staff from across the college	IDS and Orientation activities have been streamlined to align with college direction and DEI, incorporating sense of belonging in orientation leader training. More group bonding events (virtual and in-person) were added to help facilitate cultivating a sense of belonging before classes start.	
Office of Student Engagement	2020-2021 Integrative Learning Partnerships	Student tests, reflections. Faculty assessments. Surveys to faculty and students	OSE Office	Increasing budget to OSE/Faculty Partnerships so more in-class integrative learning opportunities are	

				available to faculty and students.	
Office of Student Engagement	2019-2020 Orientation	Student Surveys, faculty feedback	OSE Office, Orientation Committee	Orientation now named Onboarding, new learning outcomes created to help track persistence and retention.	
Office of Student Engagement	2018-2019 Recreation Program CAS Self-Assessment	Participant numbers, student feedback, logistical data, website info. Student reflections	OSE Office	Many plans were made to increase recreation and athletics but due to Covid related changes, program was eliminated.	
SUCCESS Scholars Program	2022-2023 By participating in Success Scholars, PAASA, OSE, or Civic and Service Learning programming, students will be able to demonstrate an increased sense of belonging by participating in collaborative activities, building supportive relationships with peer mentors, coaches, and staff, and recognizing and valuing diverse perspectives and experiences.	Surveys and focus groups	Success Scholars Team, OSE team, and PAASA team	Although the survey results were very positive, there were some students who participated in the focus group that did not feel like they belonged at Middlesex. Some of them are undocumented students. Others we need to investigate more as to why. We are planning to include more programming for undocumented and DACA students in our centers to build a community. We are ordering new marketing for the program to explicitly include undocumented and DACA students by 6/30/24.	
SUCCESS Scholars Program	2021-2022 PSLO 01 – 01 Success Scholar Mentors will be able to identify support services for mentees and provide support to the student or effectively refer them to the appropriate department.	We surveyed the Success Scholar Mentors. We also invited mentors to participate in focus groups	SUCCESS Scholars Program Staff	During the focus group we learned mentors wanted more time during weekly meetings to share with each other the challenges they were experiencing. We now incorporate ½ hour at every meeting for sharing challenges and found this to be helpful in problem solving and understanding different challenges.	
PAASA Program for Asian American Student Advancement	2019-2020 Pilot Redesigned Onboarding/Cultural Connections	Participation, survey data, post-assessment (student involvement), GPA, persistence rates, retention rates.	Participants self-reported that they did feel more prepared and a sense of belonging at MCC.	After reviewing the data, we determined that our specific onboarding sessions for students based on their identity have a high impact on their comfortability navigating through college resources and connecting with MCC staff, faculty, and staff. We discussed a proposal to create and FYE-IDS option.	
PAASA Program for Asian American Student Advancement	2019-2020 PAASA and IMV Orientations	Participation, survey data, kiosk data, GPA, persistence rates, retention rates.	We found that students did connect with staff and current students. However, still may not have felt as prepared to begin college. In post-assessment, some students did utilize services mostly from the library, tutoring, and the Resource Centers.	A forced change has been the COVID pandemic. The orientations have shifted to a virtual platform with more focus on building connections. However, to retain students, an overview of resources was still offered.	

PAASA Program for Asian American Student Advancement	2019 Career Institute	Resume pre/post Mock interview feedback	Student resumes improved significantly after participation. Scoring the mock interview data was inconclusive. Re-examined more efficient ways to collect specific data.	Times/locations where the program was held were changed to accommodate and increase participation.	
PAASA Program for Asian American Student Advancement	2018 CAS Assessment	Self-assessment questionnaire of Multicultural Affairs	Looking at the national benchmarks, we were able to pinpoint places of improvement and develop an ongoing task list	We added a kiosk to almost every resource center. We looked at staffing was utilized.	
TRIO Student Success Program	2021-2022 Students are familiar with DegreeWorks	Students Survey 2-2022 -3-2022	75% of students surveyed reported being familiar with DegreeWorks	Confirm the student's comfort level at program intake	
TRIO Student Success Program	2021-2022 Students will be familiar with Navigate	Students Survey 2/2022-3/2022	61% of new students surveyed reported being familiar with Financial Literacy Resources	TRIO staff will develop ways to incorporate additional Financial Literacy Resources in the regular TRIO activities including but not limited to providing announcements of financial literacy resources, sending financial literacy tips through blackboard and email, posting blackboard resources on TRIO center computers, assisting students with logging into lgrad, providing in-person and online financial literacy workshops and information sessions	
TRIO Student Success Program	2021-2022 Students are familiar with Career Services at the college	Student Survey 2/22-3/2022	50% of new students surveyed reported being familiar with Career Services at the college	Add Handshake to the Student Individual Success plan Develop career workshop for fall 2022	
TRIO Student Success Program	2021-2022 Students are familiar with FAFSA	Student Survey 2/22-3/2022	83.33% of students reported being familiar with FAFSA	Design TRIO advising checklist that includes FAFSA to be reviewed at advising sessions	
TRIO Student Success Program	2021-2022 Students have used TRIO tutoring services	Student Survey 2/22-3/2022	44.44% of new students surveyed reported using TRIO tutoring services	Include on TRIO Advising checklist	
TRIO Student Success Program	2021-2022 Students have used ACE tutoring services	Student Survey 2/22-3/2022	41.67% of new students surveyed reported using ACE tutoring services	Include on TRIO Advising checklist; advertise the tutoring services through outreach activities	
TRIO Student Success Program	2021-2022 Students are familiar with the Office of Student Engagement	Student Survey 2/22-3/2022	41.67% of new students surveyed reported being familiar with the Office of Student Engagement	Continue to provide information about engagement activities and attend as a cohort of TRIO students and staff to encourage increased participation (i.e. speaking events, Engaged Students' luncheon)	
TRIO Student Success Program	2021-2022 Students discuss Academic Advising with TRIO staff	Student Survey 2/22-3/2022	86.11% of new students reported discussing academic advising with TRIO staff	Include on TRIO Advising checklist, email/text advisees	

TRIO Student Success Program	2021-2022 Students discuss Transfer Advising with TRIO staff	Student Survey 2/22-3/2022	50% of new students reported discussing Transfer with TRIO staff	Increase workshops and college campus tours	
TRIO Student Success Program	2021-2022 Students discuss FAFSA and scholarship applications with TRIO staff	Student Survey 2/22-3/2022	47.22% of new students reported discussing FAFSA and scholarship applications with TRIO staff	Include on TRIO advising checklist; have students log into MyMCC to review financial aid award and confirm that FA application is complete	
TRIO Student Success Program	2021-2022 Students are introduced to Financial and Economic Literacy	Student Survey 2/22-3/2022	19.44% of new students reported being introduced to Financial and Economic Literacy	Offer a series of mini hybrid workshops; review igrad at intake	
TRIO Student Success Program	2021-2022 Students discuss TRIO math tutoring with TRIO staff	Student Survey 2/22-3/2022	25% of new students reported discussing tutoring in Math with TRIO staff	TRIO math tutor contacts all TRIO students registered for math to inform them of tutoring availability	
TRIO Student Success Program	2021-2022 Students discuss TRIO writing tutoring with TRIO staff	Student Survey 2/22-3/2022	19.44% of new students discussed tutoring in writing with TRIO staff	Include on Trio advising checklist	
TRIO Student Success Program	2021-2022 Students discuss course registration with TRIO staff	Student Survey 2/22-3/2022	38.89% of new students discussed course registration with TRIO staff	Include on TRIO Advising checklist	
TRIO Student Success Program	2021-2022 Students discuss College Campus tours with TRIO staff	Student Survey 2/222-3/22	19.44% of new students discussed four-year college campus tours with TRIO staff	Develop Program calendar for fall 22 that includes college campus tours; collaborate with other departments offering tours	
TRIO Student Success Program	2021-2022 Students identify needing help with Academic Advising	Student Survey 2/22-3/2022	54.55% of new students identified the need for help with academic advising during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs; individual outreach to advisees assigned to TRIO advisors; reminder blackboard/ email announcements	
TRIO Student Success Program	2021-2022 Students identify needing help with Transfer advising	Student Survey 2/22-3/2022	48.48% of new students identified the need for help with transfer advising during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify needing help with FAFSA and scholarship applications	Student Survey 2/22-3/2022	39.39% of new students identified the need for help with FAFSA and scholarship applications during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify need for tutoring for writing assignments	Student Survey 2/22-3/2022	30.30% of new students identified the need tutoring for writing assignments during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	

TRIO Student Success Program	2021-2022 Students identify need for tutoring in Math	Student Survey 2/22-3/2022	27.27% of new students identified the need for help with tutoring in Math during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify need for help with course registration	Student Survey 2/22-3/2022	24.24% of new students identified the need for help with course registration during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify need for assistance with a personal matter	Student Survey 2/22-3/2022	21.21% of new students identified the need for help with a personal matter during the spring semester	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify need for an Introduction to Financial and Economic Literacy	Student Survey 2/22-3/2022	12.12% of new students identified the need for an introduction to financial and economic literacy	Based on survey results, individual students were contacted and offered assistance in the areas that they expressed needs	
TRIO Student Success Program	2021-2022 Students identify need for 4- year college campus tours	Student Survey 2/22-3/2022	9.09 % of new students identified the need for 4-year college campus tours	College campus tour to Suffolk University was offered; Fall Program calendar will include college campus tours	
TRIO Student Success Program	2021-2022 Review of how student are recruited to the program	Student Survey 2/2022-3/2022	Students identified the ways that they heard about TRIO: TRIO staff person visited the classroom- 25%; received an email from TRIO staff member- 25%; Another student/family member told me about TRIO- 13%; phone call from TRIO= 8.33%; newscaster announcement- 8.33%; TRIO information table – 8.33%; Referred by another department- 8.33%	Based on the survey results, the TRIO office will no longer use TEXTING as a recruitment tool as no students reported learning about TRIO through the text message system; For next year, the TRIO recruitment will emphasize information sessions, classroom visits, and individual emails	

For general education if an undergraduate institution: General Education	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3021&hl=ISLO&returnto=search 2022-2023 2021-2022 Personal and Professional Development ISLO (2 years)	Assessed 372 artifacts: Most assessed row: (2) Intra-Personal Capacity - 498 Least assessed row: (4) Integrative Knowledge/Learning - 344 Ratings: Mean – (1.78-1.46) Benchmark Strongest: Row (2) Mean: 1.78 Weakest: Row (3) Mean: 1.46	Assessment was completed by the General Education committee members.	Results were reposted to FSA. Our students met the Benchmark.	
General Education	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3021&hl=ISLO&returnto=search	265 artifacts were reviewed over 2 years. Overall mean of data over 2 years 1.025 Benchmark	Assessment was completed by the General Education committee members.	Results were reposted to FSA. Our students met the Benchmark.	

	2020-2021 2019-2020 Social Responsibility ISLO (2 years)	Most assessed row: Personal & Social Responsibility Least assessed row: Perspective Taking Strongest scoring - Personal & Social Responsibility: 1.515 Weakest scoring - Ethical Perspectives/Concepts : 0.685			
General Education	https://catalog.middlesex.mass.edu/content.php?catoid=32&navoid=3021&hl=ISLO&returnto=search 2018-2019 Multicultural and Global Literacy ISLO	Artifacts were assessed by volunteers on a specifically designated Gen Ed Assessment Day. Results show that students met the benchmark. Results were desegregated by programs.	Faculty and staff volunteers	Results were reposted to FSA. Our students met the Benchmark.	
Programs					

Art & Design Visual Arts AS Visual Design Career AS Visual Design Transfer AS Studio Arts AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4261&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4260&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4259&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4091&returnto=3000 2022-2023 Art & Design Program revisions - we spent the year researching best practices and curriculum for the art & design programs and used this information to make major changes to the curriculum, courses, program maps, and degree requirements for the art & design programs.				2005

Art & Design Visual Arts AS Visual Design Career AS Visual Design Transfer AS Studio Arts AS	2021-2022 PSLO: Articulate the concepts and theoretical ideas of art and use those ideas to evaluate their own work and the work of others.	We used class critiques in the form of videos and written critiques.	The art & design faculty viewed critiques by 22 individual students, then scored students using the Feldman Method 4-Step Critique Rubric. This rubric, used internationally by college and university art departments, allowed us to compare our students to 4 benchmarks.	We will have them write their own critiques before coming to class, especially during painting class, so that they can arrange their thoughts better. 2D Design is much better at talking about the Elements and Principles since that is the main focus of the course. Students benefit when critique skills are taught using a scaffolded approach that includes a demonstration by the instructor, discussion of a clear rubric, and oral and written practice in meeting the benchmarks of the rubric. Students should have multiple opportunities to practice the critique skills they are learning. We, therefore, propose that the scaffolded model for teaching critique be expanded to more art courses and sections. It would be beneficial for this approach to be adopted across multiple sections and classes, as critique skills are important for personal and professional artistic development. Workshops with adjuncts who teach sections of Studio Art courses: 2D, Drawing, Intro to Sculpture and 3D Design, Ceramics, etc. could help ensure that students learn critique skills, practice them, and achieve mastery through consistent exposure and practice across the curriculum.	2005
Art & Design Visual Arts AS Visual Design Career AS Visual Design Transfer AS Studio Arts AS	2020-2021 PSLO: Use the creative process to plan and execute their artwork in a variety of media.	Assignments & artwork from 2-D and Drawing 1 (limited to works by art and design majors) to determine how to improve portfolio readiness. A portfolio suitable for transfer is the capstone program outcome; the creative process is the means to that end.	The art & design faculty used a rubric to score the evidence. We scored artifacts, discussed data, and assessed the success of the course curriculum, learning activities and experiences, and course design in regard to student mastery of the PSLO.	Students need more quality and variety in visual references; need exposure to a wide variety of art forms and subjects. Student majors are isolated among a majority of students taking courses for Gen Ed and need the stimulation that comes from a cohort. Create a visiting artist program in person or via Zoom. Increase a sense of belonging and develop rigorous studio practice habits needed for career and transfer success by creating a space for Studio Art majors to work in a lab with	2005

				individual studio-dedicated spaces. Consider 1 credit incentive, which can transfer as most 4 yr. programs require 4 or more credit hours for studio courses. (We added this 1-credit lab class for studio art majors in the 2022-2023 school year.)	
Art & Design Visual Arts AS Visual Design Career AS Visual Design Transfer AS Studio Arts AS	2018-2019 PSLO: Complete a well-rounded portfolio for transfer to a bachelor's degree program.	We collected drawing artifacts from Drawing II students.	The art & design faculty used a rubric to score the evidence. We scored artifacts, discussed data, and assessed the success of the course curriculum, learning activities and experiences, and course design in regard to student mastery of the PSLO.	As a result of this assessment, we researched portfolio requirements for 4 major 4-year transfer schools and developed a 1-credit portfolio class for studio art majors.	2005
Biology and Chemistry Transfer	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4067&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4084&returnto=3000 2022-2023 PSLO: Use their scientific educational experiences to provide a solid foundation for further study of the sciences	Faculty observations of online and hybrid Science course performance; D, F, W data	Science faculty	No program changes; created Science student success survey (faculty created) and science meet & greet. Added identity status (race/ethnicity and LGBTQIA+) and first generation college student questions to survey Removed barriers question on survey	
Biology and Chemistry Transfer	2021-2022 PSLO: Use their scientific educational experiences to provide a solid foundation for further study of the sciences	Faculty observations of online and hybrid Science course performance; D, F, W data.	Science faculty	Created Science student success survey (faculty created) and science meet & greet.	
Biology and Chemistry Transfer	2019-2010 PSLO: Develop investigative skills that underlie the scientific method	Lawson test of scientific reasoning & Biology test of science reasoning (faculty created) pre-test: CHE trans - CHE 151 BIO trans - BIO 131 post-test: CHE trans - PHY 172 & CHE 252 BIO trans - BIO 232 & CHE 252	Science faculty	Based on the findings, students in both transfer programs make statistically significant gains in their ability to thinking critically, thereby supporting investigative skills that underlie the scientific method. The department agreed that we are achieving this PSLO and we will assess something new for AY 21-22. Specifically, we will assess "Use their scientific educational experiences to provide a solid foundation for further study of the sciences"	
Biology and Chemistry Transfer	2018-2019	Lawson test of scientific reasoning	Science faculty	Based on the findings, students in both transfer	

	PSLO: Develop investigative skills that underlie the scientific method	pre-test: CHE trans - CHE 151 BIO trans - BIO 131 post-test: CHE trans - PHY 172 & CHE 252 BIO trans - BIO 232 & CHE 252		programs make statistically significant gains in their ability to thinking critically, thereby supporting investigative skills that underlie the scientific method. However, it was determined that the assessment tool was not a good indicator of biology student critical thinking. Biology faculty created a Biology assessment of Critical Thinking.	
Biotechnology Technician AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4007&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4006&returnto=3000 2022-2023 Hands-on lab skills. Interpret data. Oral presentation cGMP and follow SOP	Graduation retention record High % transfer to 4-year University	High employment rate maintain a high enrollment of biotech students in the program	Modern equipment used for practice and application (HPLC, bioreactor, flow cytometry, ELISA plate reader	1996
Biotechnology Technician AS	2018-2019 ISLO: Quantitative literacy, career readiness	Graduation retention record	Well prepared and trained graduates with 100% employment in biotechnology industry	Modern equipment Clean room facility (2021)	1996
Biotechnology Technician AS	2022-2023 Other assessment Collaborate with local high schools for articulate agreement establish a new relationship with additional biotech industry partners	Continues to maintain a high employment rate in the biotech industries. High demanding for employees coming from MCC students or alumni	Biotech industries seeking out graduates and sending employees to the program	Frequent training on modern equipment (HPLC, bioreactor, and flow cytometry)	1996
Biotechnology Technician AS	2020-2021 Increased opportunities for internship successfully completed workshop on flow cytometry	100% employment on flow cytometry positions	Biotech industries seeking out graduates and sending employees to the programs	Publication on scientific journal stating all the percentages of employment upon graduation. "Education pathway to diversity STEM workforce. A call to action for a collaborative Ecosystem" (AAPS, August 2021)	1996
Business Administration Transfer Business Administration Career	2022-2023 Business Administration Transfer PSLO.05.00: Recognize the presence of various cultures in the business world and comprehend the	Evaluators used Blackboard Outcomes Rubric Analysis to score 192 business and economic student artifacts from courses such as management, marketing, and	Evaluators made up of department chair, business and economic fulltime and adjunct faculty used Blackboard Outcomes Rubric Analysis to score 192 business and economic students' artifacts from courses such as	Embedding Comprehensive Writing Assignments: There is a greater need for faculty across the department regardless of discipline to be more intentional embedding comprehensive writing assignments.	

	need to have a global perspective when analyzing and planning in a business environment. Business Administration Career PSLO.04.00: Recognize the presence of various cultures and have a global perspective when analyzing and planning in business.	economics at the 100 and 200 course levels. The Multicultural Literacy and Global Learning Value Rubric used five (5) criteria of Global Self Awareness, Perspective Taking, Cultural Diversity, Personal and Social Responsibility and Understanding Global Systems.	management, marketing, and economics at the 100 and 200 course levels. The Program Evaluation resulted in an overall score of 8.12 out of 20 possible points. Average Score per Criteria of 4 possible points: Global Self Awareness (1.88), Perspective Taking (1.92), Cultural Diversity (1.97), Personal and Social Responsibility (1.90), and Understanding Global Systems (1.97).	Recommendation of 20% of the final course grade be based on writing using APA citation style format in documenting credible sources used in the social sciences. With the use of project-based group work to develop reasoning and presentation skills beyond reading the text material. Revision of Course Assignment Guidelines: Include specific writing requirements in the assignment guidelines based on either a minimum number of words or pages. Types of written assignments may include discussion board posts, presentations, individual and group work. The final course grade encompasses a writing assignment valued at 20% of the final grade in each course. Recommendations: The development of a 1 credit course focusing exclusively on writing skills and APA citation documentation resulting in avoiding areas of plagiarism and use of Artificial Intelligence (AI) to do the work. As well as the development of a 3-6 credit hybrid course linking a Business/Economic course with English courses.	
Business Administration Transfer Business Administration Career	2021-2022 Business Administration Transfer PSLO.04.00: Use critical thinking skills to appraise and evaluate business practices, including the use of quantitative and qualitative techniques. Business Administration Career PSLO.02.00: Think critically, articulate, and explain various business concepts and apply these concepts to solve common business problems.	Evaluators used Blackboard Outcomes Rubric Analysis to score 184 economic and business student artifacts from courses such as economics, computer applications, and management at the 100 and 200 course levels. The Quantitative Literacy Value Rubric used the criteria of Interpretation, Representation, Calculation, Application/Analysis, and Communication.	Evaluators made up of business and economics fulltime and adjunct faculty used Blackboard Outcomes Rubric Analysis to score 184 economics, management, and computer applications students' artifacts. Program Evaluation resulted in an average score at Milestone Level 2 out of Proficiency Level 4. The criterion of Interpretation (2.49), Representation (2.67), Calculation (2.59), Application/Analysis (2.54), and Communication ((2.59).	Revised Course Emphasis on Data Analysis vs. Data Presentation:| As a result of using the evidence, there is a greater need to assist faculty in integrating charts, statistics data/tables as an analytical tool for their assignments to cause students to critical think through their analysis of the assigned subject matter problem. These steps are critical in preparing students to use more complex quantitative and qualitative techniques at the 300 and 400 course level at the four-year educational institution.	

				Revision of Course Assignments: Data analysis component, embedded in assignments focusing on data interpretation from current global/national events is now included in courses. Increased Tutoring Referrals: Greater emphasis on encouraging students to access math and writing tutoring labs.	
Business Administration Transfer Business Administration Career	2020-2021 Business Administration Transfer PSLO.05.00: Recognize the presence of various cultures in the business world and comprehend the need to have a global perspective when analyzing and planning in a business environment. Business Administration Career PSLO.04.00: Recognize the presence of various cultures and have a global perspective when analyzing and planning in business.	Evaluators used Blackboard Outcomes Rubric Analysis to score 143 student artifacts from courses such as management, marketing, and economics. The Multicultural Literacy and Global Learning Value Rubric used four (4) criteria of Global Self Awareness, Perspective Taking, Cultural Diversity, and Understanding Global Systems.	Evaluators made up of business and economics fulltime and adjunct faculty used Blackboard Outcomes Rubric Analysis to score 143 management, marketing, and economics students' artifacts. The Program Evaluation resulted in an overall score of 7.5 out of 16 possible points. Average Score per Criteria of 4 possible points: Global Self Awareness (2.08), Perspective Taking (1.90), Cultural Diversity (1.63), and Understanding Global Systems (1.91).	Revised Course Emphasis on Global Cultures Revised syllabus to include multiple assignments on global topics. Using oral and written communications. Flipped Classroom: Students present a culturally relevant global business topic to the class. Increase Use of Academic Enrichment Center and Library Resources: Directing students to incorporate MCC Library, e-Tutoring and Peer Tutoring resources in support of their academic research work and using APA Citation Style Guide to avoid plagiarism.	
Business Administration Transfer Business Administration Career	2018-2018 Business Administration Transfer PSLO.07.00: Comprehend the rapid change taking place in the business environment and demonstrate in ongoing professional development. Business Administration Career PSLO.01.00: Demonstrate knowledge of the practice of business, including management, marketing and accounting, and the applications of these topics in the business environment	Reviewed 75 course artifacts that included assignments, and syllabi in the areas of management, marketing, economics, and computer applications.	Evaluators made up of department chair, business and economic fulltime and adjunct faculty that reviewed the faculty assignments, student artifacts and various pedagogical approaches for developing professional skills such as student field trips to corporate sites, internships, guest speakers and MCC Career Day Activities on Assessment Day.	Revision of Syllabus: Revised syllabus to include presentation assignments that assist in developing oral and written skills with best practices for use of slide presentations. Revision of course assignments A writing component, such as a case study analysis, YouTube videos and reflective papers on professional development scenarios. Increase Use Career Events Increase participation in career events aligned with an assignment coupled with resume writing, professional dress.	

				To explore the feasibility of developing a new course addressing the lack of student development of professional presentation skills that specifically focuses on the design and oral delivery through the medium of PowerPoint presentation software.	
Business Administration Transfer Business Administration Career	2018-2019 Business Administration Transfer PSLO.04.00: Use critical thinking skills to appraise and evaluate business practices, including the use of quantitative and qualitative techniques. Business Administration Career PSLO.02.00: Think critically, articulate, and explain various business concepts and apply these concepts to solve common business problems.	Review of student performance related to an ISLO/PSLO, such as critical thinking, creative problem solving, global literacy, written communication. Review of assignments and exams.	Program Chair, full-time and adjunct faculty review student artifacts annually either during department meetings and/or at Assessment Day; also reviewed artifacts as part of the Program Review process. Department Chair and faculty reviewed assignments and exams to determine if they reinforce course and program outcomes related to building professional development skills, including using technology to develop effective business communications.	Revision of course assignments A writing component, such as a case study analysis or reflective paper, is now included in each course. Increased Tutoring Referrals Greater emphasis on encouraging students to access writing and math tutoring. Increased Use of Library Tools Greater emphasis on students using library research guides and related database tools to complete a research assignment.	
Business Entrepreneurship AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4141&returnto=3000 2022-2023 BAES - Create tools and practices for operating a business	We collected artifacts from several business elective courses which use tools and methods of practice for operating a business. The artifacts were collected from BUS 211, BUS 130 and BUS 135. The artifacts were all a business model canvas.	The artifacts are collected out of classes: BUS 130, BUS 211, BUS 135. First the rubric was picked that used both critical thinking and professional development. Then the artifacts are collected anonymously from the courses. Then the rubric is normed before looking over the artifacts and ranking during assessment day.	This assessment day was quite successful, almost all the artifacts met a milestone criterion and some from the higher-level course (BUS 211) meeting a capstone level. What was learned is that the business model canvas is a great tool to help students understand the operational process of a business. No changes will be made, and continued use of the tool is likely. Ongoing "tweaking" of reading, writing and reflection assignments to improve student understanding and skill development.	
Business Entrepreneurship AS	2021-2022 BAES, E Cert - Demonstrate an entrepreneurial mindset	Review of student work, specifically podcast recordings where they had to explain the entrepreneurial experience they went	The artifacts are collected out of BUS 130. First the rubric was picked that used both critical thinking and professional development. Then the artifacts are collected anonymously from the course sections. Then the	The podcast is a great way to have students process the entrepreneurial experience and for them to articulate what they understood and struggled with through oral communication (also without the stress of visually	

		through and process, analyze what they did, what they learned, how they went about the process, and the skills and traits they used along the way.	rubric is normed before listening to the artifacts and ranking during assessment day.	presenting) / students demonstrated not only skills and traits of entrepreneurs, but were also able to articulate what was new to them and what they will use again. After assessing the podcasts, it was determined that a starting measurement for students would be useful for them to be able to go back to and reflect on at the end of the semester / to that end, a new assignment will be introduced at start to do this, to record starting skills and tools they have access to, then at the end of the semester will reevaluate and then also reflect on which new skills and traits they practiced and/or learned in the podcast.	
Business Entrepreneurship AS	2020-2021 LYBN Cert - Launch or grow a business	Analysis of survey data collected at the start and end of each semester from students (F18,S19/F19,S20/F20, S21) Analysis of quarterly reports from EEVF funded students Focus group to get anecdotal feedback	Survey data has been collected via Survey Monkey before and after each semester for BUS 211, BUS 216, and BUS 218. It includes both questions about content and levels of knowledge as well as business survey info from students after they start, including but not limited to revenue, profit, etc. That survey data was collected, then processed along the way, and looked at more closely for analysis on assessment day by the 2 professors in department. For the focus group, students were invited months out from assessment day, then on assessment day a volunteer from outside the department actually ran the focus group, another volunteer took notes. Afterwards, the professors from the department reviewed the notes and did an analysis.	Yes, curriculum helped start and grow businesses!!! Students found the mentoring component especially useful. Students felt like the curriculum was packed with useful foundational material that assisted them after course. Improvements: • Bring in more guest speakers. • Bring in a bookkeeper to talk about methods and how to find an accountant. • Figure out how to sustain mentors. Connect with e4ever chapters. • Students would have liked even more accounting/bookkeeping /finance work if possible as well as more technical work with social media	
Business Entrepreneurship AS	2019-2020 LYBN Cert - Launch or grow a business	Student performance in capstone Entrepreneurship LaunchPad course that includes development of a business plan and a pitch presentation. Student Entrance and Exit surveys. Anecdotal review of what students say about the program. Alumni Surveys	Faculty and Program Coordinator review data related to student performance results in capstone course, projects and pitch presentations. Assessment Day 2019: Faculty and Program Coordinator reviewed results of surveys.	Revised Assignments Ongoing "tweaking" of reading, writing and reflection assignments to improve student understanding and skill development. Updated Surveys and Forms Restructured LYBN entrance and exit surveys and EEVF and mentor forms to obtain more specific information that will help with assessing student achievement of program outcomes.	
Business Entrepreneurship AS	ONGOING Other assessment…. LYBN Cert, E Cert, BAES	Student Entrance and Exit surveys. Anecdotal review of what students say about the program. Alumni Surveys	Faculty and Program Coordinator review data	Revised Assignments Ongoing "tweaking" of reading, writing and reflection assignments to improve student understanding and skill development. Updated Surveys and Forms Restructured LYBN entrance	

				and exit surveys and EEVF and mentor forms to obtain more specific information that will help with assessing student achievement of program outcomes.	
Business Entrepreneurship AS	2021 LYBN Cert - Analysis of demographics	Demographics were collected and organized.	Faculty and Program Coordinator review data	Students are a majority women and almost half of students are BIPOC	
Communication Career AS Communication Transfer AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4135&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4136&returnto=3000 2022-2023 PSLO: Apply media and visual literacy skills to critically evaluate and analyze the design, message, audience, purpose, and credibility of a source of information.	Artifacts from COM 102: Media Ethics & Law and COM 104: Message Design were used as evidence. This included short written response assignments and exams.	The communication faculty used a rubric to score the evidence. We reviewed students' surveys, scored artifacts, discussed data, and assessed the success of the course curriculum, learning activities and experiences, and course design in regard to student mastery of the Program Level Outcome.	It was clear that students are progressing toward mastery, but more practice is needed to achieve this PSLO. As a result of this assessment, we are identifying other courses that can support this PSLO and developing a curriculum to support that learning.	2019
Communication Career AS Communication Transfer AS	2021-2022 PSLO: Use the tools of communication and mass media to participate effectively in civic contexts and to contribute to meaningful dialogue about local, national, and global issues.	This year we looked at artifacts from a wide range of Communication courses to determine if students are meeting the specified program outcome. These artifacts will range from oral presentations and written work to a variety of different media productions.	The communication faculty used a rubric to score the evidence. We reviewed students' surveys, scored artifacts, discussed data, and assessed the success of the course curriculum, learning activities and experiences, and course design in regard to student mastery of the Program Level Outcome.	The data indicated that our students are achieving mastery in this PSLO if they take specific higher-level courses - for example, film, video, and audio production courses, journalism, etc. However, these are elective classes; therefore, not all COM students take them. As a result, we are strengthening our focus and instruction on assignments within our core courses, including the final media analysis paper in COM 101 and the Public Service Announcement in COM 104. We will continue to embed assignments and expectations into our oral communication courses that support this PSLO, including COM 103, COM 115, and COM 116.	2019
Communication Career AS Communication Transfer AS	2021-2022 PSLO: Develop and produce effective written, oral, and digital media communications with a clear & convincing message	This year we looked at artifacts from a wide range of Communication courses to determine if students are meeting the specified program	The communication faculty used a rubric to score the evidence. We scored artifacts, discussed data, and assessed the success of the curriculum, learning activities and experiences, and course design	As a result of this assessment, we revised and adjusted the curriculum of COM 104: Message Design to include more scaffolding and theoretical grounding in the creation of messages.	2019

	and purpose that are appropriate for the medium and target audience and supported by accurate and detailed research.	outcome. These artifacts ranged from oral presentations and written work to a variety of different media productions, including public service announcements and audio documentaries.	in regard to student mastery of the Program Level Outcome.		
Communication Career AS Communication Transfer AS	2018-2019 Last year we ran two pilot sections of IDS-130 General Education Seminar: Arts, Humanities, Communications Career, but tailored the curriculum to meet the needs of communication majors or students interested in exploring the field of communication. We chose to measure the course learning outcomes for these sections rather than a PSLO: ● Apply critical thinking to identify career possibilities that they may not have previously considered ● Use web-based survey tools that provide new information about their strengths ● Identify and research local and national career opportunities, including educational and salary requirements ● Create their own personal brand using Social Media ● Use resources to network with and learn more about their majors	Our artifacts included the results of a survey administered to students at the end of the class, as well as the following student artifacts: ● Cover Letters ● LinkedIn Profiles ● Elevator Pitches ● Self-Reflections	The communication faculty used a rubric to score the evidence. We reviewed students' surveys, scored artifacts, discussed data, and assessed the success of the course curriculum, learning activities and experiences, and course design in regard to student mastery of Course Level Outcomes.	Based on our assessment results, we proposed the following changes in course curriculum, learning activities and experiences, and course design: Course Curriculum Because this course is designed for communication students, we believe it should have its own course number, description, and CSLOs. We will create a new course proposal and CSLOs to present to the curriculum committee in the fall of 2019. Additionally, we will make this new course a requirement for all communication majors. Learning Activities and Experiences Based on the assessment data, we want to revise the learning activities to better integrate the CSLOs by including more explicit instruction and practice of the following: ● Researching career descriptions, qualifications, job prospects, and salaries. ● Articulating specific examples of the application of strengths and skills. ● Building a thorough professional network of industry professionals and actively engaging with those contacts. ● Generating a target employer list of 10-15 organizations/companies that interest them most; also identify organization/company competitors to expand this list. ● Participating in mock interviews.	2019
Computer Science Transfer AS	2022-2023 PSLO: Recognize solution patterns of common problems and apply them to new challenges	21 artifacts from three sections of the CSC 101 course were evaluated 23 artifacts from two sections of the CSC 151 course were evaluated	Four computer science professors from MCC Computer Science Department under STEM Division Used final project rubric for PSLO with an average of 78 out of 100	Assess over multiple semesters the CSC 101 and CSC 151 courses to account for better alignment of projects with the rubric aligned with the PSLO	2008

Computer Science Transfer AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4020&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4106&returnto=3000 2021-2022 PSLO: Work effectively with others to design, develop, evaluate and present solutions to business and software engineering problems	There are 21 artifacts for this Master Bb site (two CSC101 sections combined in one Bb). Evaluate by 4 evaluators, with 5-6 evaluations per evaluator. 21 artifacts randomly selected	Blackboard outcome: based on rubric overall performance average is 17.07 out of 25.0 total	Create a new rubric for all fundamental programming courses (CSC 101 and CSC 151)	2008
Computer Science Transfer AS	2020-2021 PSLO: Analyze a problem, gather appropriate data, and use logic to solve, predict and analyze results for relevance, accuracy and consistency	There are 13 artifacts for this Master Bb site (two CSC101 sections combined in one Bb).	Average performance is 20.15 out of 25 pts total	Revised student hands-on project to align "professional skill" PSLO. Create a new rubric which will apply to all CSC 101 courses	2008
Computer Science Transfer AS	2018-2019 PSLO: Analyze a problem, gather appropriate data, and use logic to solve, predict and analyze results for relevance, accuracy and consistency	To be collected	Gathered evidence to prepare for following academic year	Create projects and aligned rubrics for upcoming assessment day	2008
Computer Science Transfer AS	2022-2023 Other assessment: Exit tickets	End of each class (not course) survey called an "exit ticket"	Professor Kelly at the end of each class, there is a slide with a survey that the students are encouraged to complete	Based on survey results, the next class has a longer review period of material covered in the previous class	
Criminal and Social Justice AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4026&returnto=3000 2022-2023 PSLO Describe the functions and interrelationships of the major components of the criminal justice system and apply this knowledge to problem solving contemporary challenges in the field	New signature assignment and rubric are being created as part of this assessment project and artifacts will be collected in the upcoming Summer '23, Fall '23 and Spring '24 semesters.	Department faculty use Blackboard Outcomes, rubrics and de-identified artifacts to assess	We have created new assignments as part of this project to determine whether changes are needed so students can better meet this outcome. See below for information on assignment and rubric that have been created.	2021
Criminal and Social Justice AS	2021-2022 Describe the functions and interrelationships of the major	Based on our recent CJ Program Review we made substantial changes to the criminal justice program and now	This will be interpreted by faculty in the program through de-identified artifacts	Changes made to the program as a result of the program review have been adjusting the program and course student learning outcomes to be more	2021

	components of the criminal justice system and apply this knowledge to problem solving Identify and use valid research sources and technology to gather, interpret, and analyze data and present conclusions in both written and oral presentation formats Articulate the role of due process and diversity in a social and ethical context and apply to the analysis of current issues in criminal justice Demonstrate knowledge of career options in criminal justice and interpersonal skills that support and facilitate professional development and lifelong learning	have one option: Criminal and Social Justice. In making this substantial change to the program, many of our course student learning outcomes were revised, most notably in our core courses. We wish to use the academic year and assessment day to develop and design several signature assignments around some of the new course student learning outcomes. Now that entire program has been revised we will use the following assessment years to assess each of the newly adjusted outcomes and this will be how we determined students are being proficient in those.	During this assessment year faculty will create new signature assignments for each course within the program	inclusive of social justice which is a new focus of the program	
Criminal and Social Justice AS	2020-2021 We adopted new PSLO's and completed a program review this past year, so we did not assess for program level outcomes this year.	Assessment time was used to complete an entire program review			2021
Criminal and Social Justice AS	2019-2020 Demonstrate knowledge of career options in criminal justice and interpersonal skills that support and facilitate professional development and lifelong learning	We assessed our students' ability to demonstrate knowledge of career options in criminal justice in 2015. We found at that time, that they were not proficient at doing this. We revised the assignment and also added additional assignments to the CRJ 151 course. Recently Prof. DaCunha and Prof. Brevard have designed a new public sector career one credit course for fall 2019. This course is designed as a weekend course and our Criminal Justice Advisory Board have been involved in the planning and design and will contribute as speakers at the weekend course on 10/18 – 10/19. The course will require students to complete a 3-part assignment on career knowledge and planning.	We will need support for blackboard outcomes. We will also need support from IR, as we would like to do some additional work with the results to support work we are currently doing with an AAC&U grant. After the assessment of artifacts is done, we would like to see if there are any patterns in the data based on demographics like gender, race/ethnicity, income, full/part time student.	As a program it was decided this would be a required 1-credit course for all CJ students given the student success rate and experience in the course.	2021

		We want to use this new assignment to assess whether our students can demonstrate knowledge of career options in criminal justice and design a career plan for their future.			
Criminal and Social Justice AS	2018-2019 3. Define bias, discrimination, prejudice, and ethics, and discuss the impact of these concepts on the CJ system and society. 4. Form a research topic, pose research questions, evaluate potential research sources and use technology as a research and information gathering tool. 5. Develop and produce writings on criminal justice topics that demonstrates knowledge of content and ability to support individual opinions.	We plan to assess projects from all 4 sections of CRJ 111 from fall 2018.	Blackboard Outcomes through de-identified artifacts. We used the time during professional day to assess dozens of artifacts from all sections of CRJ111	We adjusted the signature project that is offered in CRJ111 and adjusted the learning outcomes for CRJ111 to require all sections to cover the project as part of the course assessment.	2021
Dental Assisting AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4027&returnto=3000 2022-2023 Program retention & student success	Dental Assisting National Board pass rate and graduates' employment survey	This year the retention rate is 62.5%. Last year the retention rate was 78%. There were 17 students who enrolled but 6 of them decided to withdraw within the first 2 weeks citing inability to pay tuition, time and family constraints compounded by the pandemic uncertainties of loss wage, child and elder care. Out of 11 students 2 had trouble during the semester. One needed to work full time due to the stoppage of rental moratorium and hence could not continue into the second semester, the other needed to start working full time due to unexpected loss of family support and abruptly cut classes during the first semester. As the pandemic continued into the second year many of the students who are not citizens experienced increased financial burden as they could not receive any of the pandemic relief funds. The others have	The program had a change of instructor in Radiology this year. Plus, the other full-time faculty is finally back from pandemic related medical leave. As the stresses of the pandemic ease and instructors and students settle into a more normal and practiced online and hybrid learning mode by next year, we shall hopefully see a rise in board passing rate.	

			increase family responsibilities as child care/ schools are frequently closed and nursing aids for elderly or disabled family members increasingly become scarce. B. Licensure exam results: The licensure exam pass rate (first 2 portion; Radiology Health and Safety (RHS) dropped from 91% in 2020 to 70% in 2021 while Infection Control portion (ICE) dropped from 91% in2020 to 80% in 2021. The instructors and content are the same the main difference is that from 2019-2020 our program has to shift from pre-pandemic to pandemic virtual instruction. Instructors and students have to abruptly adapt to new online teaching, learning and assessment methods. Grading criteria and attendance policies changed drastically to accommodate the prevention of airborne disease transmissions. Two of the students have prolong absences from school while another have to suddenly deal with family members stricken with life threatening diseases C. Employment results: In 2020 all graduates acquired employment as dental assistants. The graduates from 2021 did not achieve 100% employment. One of the graduates has anxiety issues with PPE (masks and respirators), thus had trouble in the clinical settings. As of this report she is just starting to look for administrative job in dental assisting since the monthly death rate from the pandemic has dropped significantly.		

Dental Assisting AS	2021-2022 Program retention & student success	Dental Assisting National Board pass rate and graduates' employment survey	Comparing the class of 2019-20's retention rate 78% to this year (2020-21) retention rate of 78% there is no change. This year our enrollment number actually went down from 18 (2019-2020) to 16, a 20% decrease due to the pandemic. This drop in enrollment number is due to two reasons. The first is the scarcity of applicants who applied and enrolled before Sep 1st 2020. We admitted student number 16th this year on Sep 1st. Past years on average we had more than 23 admits by mid-August. Secondly, we had a full time faculty who was approved for reduced course load and dropped all clinical/lab courses not long before the start of the fall semester. There was not enough time to find experienced lab/clinical instructors to hold extra radiology lab sessions to counter the lack of radiology physical space for social distancing. The retention rate may be an aberration seen during unprecedented pandemic times. Faculty was at increase pressure to quickly adapt instruction and assessment to a new remote medium. In an effort to mitigate the ill effect of the pandemic, strict exams and assignments deadlines were changed. Faculty was forced to acknowledge the limitation of distance learning and difficulties in enforcing exam integrity remotely Dental Radiology licensing exam performance held steady compared to past years probably due to the fact that the course was taught pre-pandemic. During the pandemic, classes such as Dental Materials and Preventive Dentistry which are part of Chairside Exams (3rd	Pandemic restrictions and requirements have slowly eased. Program plans to resume full lab/clinic 2020-21. Of the 9 students who took the Infection Control portion of the DANB exam only 2 failed this past November. Students who took the test stated the Infection Control test was based on pre-pandemic concepts. Though they did not find it unduly difficult to deduce the correct answers using training in Blood Borne Pathogen Standards.	

			part of DANB CDA exam) were abruptly interrupted. In fact the pandemic also halted and/or delayed the scheduling of the entire DANB licensing exam for our 2019-2020 graduates. D. Employment results: After phase re-opening started about half the externship affiliated sites were off-limit to our students but other dental offices that had lost employees due to health or child-care concerns were in dire need of Dental Assisting graduates. This allowed our program to place all our students back into dental offices to complete their externship rotations. All 2019-2020 graduates were hired by the offices they rotated through during the pandemic after lock down.		
Dental Assisting AS	2019-2020 Program retention & student success	Dental Assisting National Board pass rate and graduates' employment survey	We lost 4 students this past fall, though our retention rate is 15% higher than last year. We are at a rate of 78% whereas the previous year it had been at 63%. 1 student stopped attending classes after a month due to medical issues. Of the other 3, two had language barrier other while the other had insurmountable learning disabilities. E. Licensure exam results: The numbers of students taking the DANB exams is about the same has it has been the last few years. Most students, if not all, will take the DANB Radiation Health & Safety exam (one of 3 sections that make up the CDA exam) in December and January, fairly soon after they finish their fall semester Radiology course to increase their odds of passing. All have taken the Infection Control part of the DANB exam as well for the same reason. Of those last year taking the DANB	Due to safety considerations interns were not allowed in externship sites after the middle of the Spring semester per CDC and ADA recommendation on pandemic response. Our program anticipates the same restrictions will be in place in spring 2021. Many of our affiliated externship sites may be extremely reluctant to take on extra personnel hence new sites may have to be explored. Additionally CODA required faculty supervision of externships was also not possible. New strategies to meet supervisory requirements have to be explored. Program reached out to Student Counseling, Disability Support Office and Dean's office to try to help students who had learning disability and medical issues. All college staff were still working remotely hence it was not clear how effective the outreach was/would have been. This year we have many dental practices in the Greater Lowell area telling us to temporarily stop sending any externs. They cited reasons such as reducing office hours from full weeks to 2 days or that their patients are still nervous. We resorted to search in the help wanted ads such as on Indeed.com and contacting the offices that were	

			RHS & ICE exams, all but one have passed. All 14 students who took the DANB RHS exam this year passed the RHS exam. One student this year who took the DANB RHS & ICE exam failed the ICE portion. It is expected that she will retake that portion of the exam. All students received their license to practice dental assisting in the State of MA. F. Employment results: Of the twelve students who graduated last in 2019, all twelve are employed in dental practices. Of the fourteen students who are graduating this year, all have accepted jobs as dental assistants already.	trying to hire DA. Some of the office personnel stated that they would not take any unlicensed or uncertified DAs. Some of these offices could not differentiate between CODA accredited programs and high school/vocational DA programs. They thought that they have to pay our students and that the students can only shadow. Program was able to gather enough affiliated sites for all students to rotate through 4 different offices.	
Dental Assisting AS	2018-2019 Program retention & student success	Dental Assisting National Board pass rate and graduates' employment survey	We lost 7 students this past fall, our retention rate is 12% lower than it was for the last few years. We are at a rate of 63% whereas the previous year it had been at 75%. 3 students withdrew the first week of class citing financial burden and child care issues. 2 of the students who did not make it to the second semester from the fall had serious ambiguity on their part as to what field they wanted to go into. With one ultimately choosing to stay in the field he was employed in. Of the other 2, one had language barrier and childcare issue while the other had insurmountable learning disabilities. Of the fifteen students who graduated last in 2018, all fifteen are employed in dental practices. Of the students who are graduating this year, most either have jobs already or they are looking. The numbers of students taking the DANB exams is about the same has it has been the last few years. Most students, if not all, will take the DANB Radiation Health & Safety exam (one of 3 sections that make up the CDA exam) in December and January, fairly soon after they finish their fall semester Radiology course to increase their odds of passing. Many may have taken the	Program will explore incorporation of more visual based technology to aid in delivery of content to help with ESL learner. Faculty also reached out to AAPI Office Director, Virak Uy, to ask for financial support in the form of reduced tuition for AAPI student struggling financially.	

			Infection Control part of the DANB exam as well for the same reason. Of those last year taking the DANB RHS & ICE exams, all but one have passed. All 8 students who took the DANB RHS exam this year passed the RHS exam. One student this year who took the DANB RHS & ICE exam failed the ICE portion. It is expected that she will retake that portion of the exam.		
Dental Laboratory Technology AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4030&returnto=3000 2022-2023 PSLO: The students' ability to practice within the legal and ethical framework of the profession	To determine student's achievement of this PSLO, students' knowledge was assessed through assignments and tests regarding: a- The principles of ethics as they relate to the dental laboratory technology industry. b- Infection control standard procedures and the importance of infection control protocols in the dental laboratory. c-The federal, state, and local legal and regulatory requirements to work in and/or operate a dental laboratory business. All three topics are addressed within the DLT110 Introduction to Dental Laboratory Technology. Therefore, artifacts from students work, such as written assignments and tests, were collected and scored based on developmental rubrics with a scale of 1 to 3 with 1 being the lowest level of development. 20 artifacts covering all three areas were scored and analyzed.	Program coordinator and faculty findings and conclusions are as follows: Regarding the principles of ethics as they relate to the dental laboratory technology industry, 60% of students demonstrated at least at the benchmark performance level which is a score of 2: Student recognizes basic and obvious ethical issues, but lacks the full grasp of the complexities or interrelationships among the issues. The remaining 40% scored lower than this benchmark. For Infection control standard procedures and the importance of infection control protocols in the dental laboratory, 90% of students demonstrated at least at the benchmark performance level which is a score of 3: Student identifies infection control standard procedures she/he uses, presents the gist of the importance of infection control protocols in the dental laboratory, and attempts to explain the details but has some inaccuracies. The remaining 10% scored below the benchmark. Lastly, for The federal, state, and local legal and regulatory requirements to work in and/or operate a dental laboratory business, 50% of students demonstrated at lease at the benchmark performance level which is a score of 2: Student states the federal, state, and local legal and regulatory requirements to work in and/or operate a dental laboratory business somewhat accurately. The remaining 50 % scored below this benchmark.	No changes have been made as of yet, but given the fact that more students performed at the benchmark level when the benchmark was set higher, as compared to when the benchmark was set lower, it may be necessary to examine if this phenomenon is accidental to this year's cohort before making any changes.	
Dental Laboratory Technology AS	2021-2022 PSLO: Demonstrate competence in the	The data collection method that the program used is surveying employers and graduates on the	Program coordinator and faculty findings and conclusions are as follows: Overall, the level of satisfaction by	Based on these findings, the program is making the recommendation for investing in digital technology so that our students will improve their digital	

	fabrications of removable and fixed prostheses; 2- Perform all related procedures at a commercial level	learning curve our graduates face in their training, and the time it took our graduates to reach the standard commercial level in quality and speed. Questions about the level of satisfaction were asked of owners, managers, and graduates in 3 local dental laboratories regarding the education and skills of our graduates.	employers, managers, and graduates was reported to be high regarding the theoretical education in Dental Laboratory Technology. On analog skills, the level of satisfaction ranges between high and above average. On digital satisfaction, the level of satisfaction was low. There was consensus among employers, managers and graduates in their responses.	skills to not require unnecessary on the job training in that area. Such training, as employers and graduates agree, will allow our graduates to be more productive and efficient on the job, and therefore increase their earning potential. Earning potential is understood to be a main driver for interest in the career and hence in our program.	
Dental Laboratory Technology AS	2020-2021 PSLO: Use appropriate oral and written communication in all professional interactions	Zoom and on the phone interviews were conducted with three dental laboratories' owners/managers who have employed five of our recent graduates. During the interview, the level of satisfaction was surveyed, and thick data was collected through in-depth discussions about each of the graduates referred to.	Program coordinator and faculty findings and conclusions are as follows: The general level of satisfaction, as related to the PSLO was on average a 4.6 on scale from 1 to 5. The thick description correlated with this average. Our graduates are doing well as professionals and will be maintaining their employment status	No changes were recommended at this time.	
Dental Laboratory Technology AS	2021-2022 Other assessment: Assessed the internship pilot we initiated this year with 2 local dental labs	3 students were place in internships during Spring 2022 in 2 local dental labs. The students were followed by the DLT faculty throughout the semester. The goal was to assess the suitability of internships in dental labs to be trained with the digital process.	The local dental labs that we used as internship sites chose to utilize the students in the areas they are trained in and did not offer to train them with the digital process. The reason was our students lack of skills in the digital process which will slow the labs production	The program recommends investing in digital systems and do the training in-house. Without digital capabilities, our students will struggle to fit in the modern dental lab that utilizes the digital process as their main manufacturing process.	
Dental Laboratory Technology AS	2020-2021 Other assessment: Our student education compatibility with the current state of the industry	Using interview questions, the owners/managers of local dental laboratories were asked about what they thought our students need to be trained with – during their course work in the program – to be more compatible with the needs of the market.	The unanimous response is digital technology. Because of our negligent digital capacity in the program, the owners offered to provide that training on site.	No changes have been made yet. However, we are exploring the possibility of providing hands on training at the commercial dental laboratories.	
Dental Laboratory Technology AS	2018-2019 Other assessment: How well does the DLT program accomplish its programmatic Goal #1, which is: Assist students to attain the knowledge and skills necessary for employment as dental technicians,	The DLT department surveyed the employers of our graduates by asking them to rate our graduates' skills in the following general areas: * Level of professional development	These results were not a total surprise. Because our program does not have the digital technology used in industry, as well as the materials for fabrication with CAD/CAM, our students are at a slight disadvantage when they seek a job placement. Employers have to train them on the systems the use. However, our students are highly desired because of the knowledge base they gain in the	Based on this assessment, our next steps include the acquisition of digital technology equipment compatible with those used in industry. Introduce digital technology into the curriculum as the main method of fabrication, rather than auxiliary, and make the analog method the auxiliary method of fabrication rather that the main method.	

	employment in a related field, or continuing their education.	* Graduate's performance * Leadership skills Each of these areas contained multiple variables that were rated on a scale of 1 to 5. (1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent 6=Not Applicable) We learned from this survey that the employers rated our graduates as follows: * Average on professional development: 4.36 * Average on graduate's performance: 4.19 * Average on leadership skills: 3.84 These averages are satisfactory; however, there are some areas in need of improvement. Specifically, in the following categories: * Planning and organizing the work day effectively * Knowledge of materials and application * Level of productivity * Use of digital technology * Leadership skills in general (in 6 out of 7 areas the score was below 4)	program, in particular, dental anatomy and function of the oral cavity, which are essential to any method of dental prosthetics fabrication.	Our belief is that educational programs should lead industry into the future rather than vice versa. Therefore, we need to be the pioneers and on the cutting edge of technology instead of trailing more than a decade behind the industry.	
Diagnostic Medical Sonography	2020-2021 PSLO: Demonstrate the academic and clinical competencies required for the national certification exams.	Review : 1.Annual Report that is submitted to the Joint Review Committee on Education in Diagnostic Medical Sonography. 2.School Report from the American Registry of	There were 12 graduates from the class of 2020. 11 of the 12 are all registered sonographers, 10/12 are registered in OB/GYN, 8/12 are registered in AB, 1/12 is registered in BR, 1/12 is registered in VT. 7/12 are	We will continue with the implementation strategies in preparing our students for the national certification exams. Nevertheless, as always will continue to update our teaching methodology not only didactically but also in the scanning lab. We have acquired	

		Diagnostic Medical Sonographers (documentation of credentials acquired and pass rates by the graduates). 3.Graduate and Employer surveys, which are distributed to both groups, six months after students graduate.	registered in both OB/GYN and AB, all with 100% pass rate. With this class there was an 86% retention rate, 14% attrition rate, and a 100% job placement. Thirteen hospitals in the New England region hired our 2020 graduates. The number of credentialed graduates speaks well of the program's strengths particularly since remote learning was implemented and clinical schedules and rotations had to be adjusted due the pandemic.	new ultrasound equipment that is more comparable to the hospital machines and this has enhanced student preparation for their first clinical practicum. They acclimate more quickly and begin performing studies earlier as they are more confident in their scanning skills and their clinical progress is more advanced.	
Diagnostic Medical Sonography	2018-2019 To assess our DMS students in the application of "soft skills" in the classroom and/or clinical setting as appropriate	Pre-assessments were performed with the first-year students on Listening, Emotional Intelligence and Written Communication. Post-assessments will take place when the students return as seniors and have completed two clinical rotations.	Program Coordinator and Faculty. Listening skills, 33% scored "average", 33% scored "fair", 17% scored "above average" and 17% scored "superior skills". Written communication, 67% exceeded expectations, 11% expectations and 22% were emerging expectations. Emotional Intelligence 100% scored "okay".	The pre-assessment findings indicate that there is room for improvement in all areas.	
Diagnostic Medical Sonography	2017-2018 To assess whether or not sonography students whose English is not their first language and do not have a medical background have more difficulty comprehending the didactic information presented in course work	Calculated the class averages for all tests in the Principles of Gynecology, Principles of Abdominal Sonography and Cross-Sectional anatomy for the spring semester courses. We compared the test scores for all tests from those students whose English is not their first language with those whose English is not their first language but have a medical background.	Program Coordinator and Faculty. The test scores for students in which English is not their first language and did not have a medical background were consistently lower than those who did have a medical background. Additional information that we obtained indicated that those students whose English is not their first language but had a medical background were either equal to or above the class averages as a whole.	We will provide our incoming freshmen students at orientation (early June) a study packet for medical terminology and English terms related to terminology. In the near future, we will develop modules available in Blackboard that the incoming freshmen students can work on over the summer prior to the start of the fall semester. These modules will be available throughout their first academic year as a reference. We will calculate all the grades at the end of their first academic year to assess whether or not there is improvement of their scores (ESL students and those students who are ESL but have a medical background) in comparison to the class averages.	
Diagnostic Medical Sonography AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4031&returnto=3000 2022-2023 PSLO Provide compassionate care for a diverse patient population, ensuring safety and well-being while in the health care environment	Review: 1.Graduate and Employer surveys, which are distributed to both groups, six months after the students graduate. 2. Program Personnel and Student Resource surveys, which are distributed to the Clinical Instructors and students in May each year. 3. Clinical performance evaluations documented	Program Coordinator and Faculty. Scale for survey evaluations: 5=strongly agree 4=generally agree 3=neither agree or disagree 2=generally disagree 1=strongly disagree Graduates of 2022 Responses – 11/12 responses Behavioral Skills (Affective Domain) 1)The program modeled appropriate ethical and professional behaviors. 11/12 responded with 5 = mean of 5 2)The program guided me how to	Analysis of survey results from 2021 and 2022 graduates, clinical instructors and employers indicates that with means ranging from 4.67 to 5.00, with an overall mean of 4.89, that 100% of respondents strongly agree or generally agree that our students are proficient in the third Program Level Outcome. From the Clinical Practicum 1V evaluations of our current senior class of 2023, 6/8 are proficient in the third Program Level Outcome, while 2/8 have the	

		within Trajecsys (clinical reporting system).	communicate effectively within a health care setting with use of sonographic and healthcare terminology. 11/12 responded with 5 = mean of 5 3)The program prepared me to accurately and effectively communicate with peers, physicians, patients and other health care professionals. 11/12 responded with 5 = mean of 5 Knowledge Base (Cognitive Domain) 1)The program provided the foundation for using sound judgement within the health care environment. 11/12 responded with 5 = mean of 5 2) The program guided me to apply critical thinking (analytical, objective and detail oriented) while performing sonographic examinations. 10/12 responded with 5 1/12 responded with 4 = mean of 4.9 Clinical Proficiency (Psychomotor Domain) 1) The program provided the foundation to deliver patient care without prejudice to all patient demographics. 11/12 responded with 5 = mean of 5 Employer Responses for Graduates of 2022 – 6/12 responses Behavioral Skills (Affective Domain) 1) The graduates conduct themselves in an ethical and professional manner. 6/12 responded with 5 = mean of 5 2) The graduate is able to respond to the needs of the patient. 5/12 responded with 5 1/12 responded with 4 = mean of 4.83 Knowledge Base (Cognitive Domain) 1) The graduate is able to use sound judgement when functioning in a healthcare setting. 6/12 responded with 5 = mean of 5 2) The graduate is able to apply critical thinking (analytical, objective and detailed oriented) while performing sonographic examinations. 5/12 responded with 5 1/12 responded with 4 = mean of 4.83 3) The graduate is proficient when communicating medical and sonographic terminology in the interprofessional healthcare	basic essential skills needed. We need to further assess and develop additional competencies to achieve 100% proficiency for our pre-graduates.	

			environment. 4/12 responded with 5 2/12 responded with 4 = mean of 4.67 Clinical Proficiency (Psychomotor Domain) 1) The graduate demonstrates ability to perform quality diagnostic examinations. 5/12 responded with 5 1/12 responded with 4 = mean of 4.83 2) The graduate is able to accurately communicate (oral or written) sonographic findings. 4/12 responded with 5 2/12 responded with 4 = mean 4.67 3) The graduate can appropriately modify the protocol of an examination based on circumstances, patient cooperation, conditional limitations, or sonographic findings. 4/12 responded with 5 2/12 responded with 4 = mean 4.67 Trajecsys (reporting system) Class of 2023 Clinical Evaluations - Spring 2023 Clinical Practicum 1V Yes = 3 point value which means they have mastered this skill Yes with qualifications = 1.5 point value and means they are competent in demonstrating basic essential skills A minimum grade of 85% is required to successfully pass clinical practicum Affective Domain 1) Student communicates effectively and respectfully with all patients. 8/8 responded with “yes” = 3 2) Student conducts himself/herself in an ethical and professional manner. 8/8 responded with “yes” = 3 Cognitive Domain 1) Student selects the correct transducer type and frequency for examination(s) being performed. 6/8 responded with “yes” = 3 and 2/8 “yes with qualifications” = 1.5 Psychomotor Domain 1) Student demonstrates competence in safety concerns for patient such as locking wheelchairs and stretchers and securing side rails on stretcher. 6/8 responded with “yes” = 3 and 2/8 “yes with qualifications” = 1.5 2)Student demonstrates he/she can assist patients on and off examination table, assist patients and other sonographers with lifting patients out of wheelchairs and off stretchers onto the examination tables when necessary. 6/8 responded with “yes” = 3 and		

			2/8 "yes with qualifications" = 1.5 3) Student demonstrates that he/she can follow verbal or written instructions in order to correctly and independently perform procedures. 6/8 responded with "yes" = 3 and 2/8 "yes with qualifications" = 1.5 4)Student must be prepared to demonstrate that he/she can recognize any condition, whether observed during the ultrasound examination or in patient behavior, which may pose immediate threat to health or life and react appropriately. 6/8 responded with "yes" = 3 and 2/8 "yes with qualifications" = 1.5 5) Student demonstrates the ability to recognize potential hazardous materials, equipment and situations and be able to proceed safely to reduce risk of injury to patient or self. 6/8 responded with "yes" = 3 and 2/8 "yes with qualifications" = 1.5 Program Resource Student Surveys – Class of 2022 (distributed summer of 2022) – 6/12 responses Communications and Interaction (Clinical) 1)Students are prepared to respond to needs of the patient. 6/12 responded with 5 = mean of 5 2) Students are prepared to communicate in the healthcare environment effectively. 6/12 responded with 5 = mean of 5 Program Resource Personnel Surveys – Clinical Instructors for Class of 2021 (distributed summer of 2021) – 11/11 responses Communication and Interaction (Clinical) 1)Students are prepared to respond to needs of the patient. 9/11 responded with 5 2/11 responded with 4 = mean of 4.82 2) Students are prepared to communicate in the healthcare environment effectively. 9/11 responded with 5 2/11 responded with 4 = mean of 4.82		
Diagnostic Medical Sonography AS	2021-2022 PSLO: Demonstrate the effective use of oral and written communication skills during interactions with patients, families and members of the health care team.	Review: 1. Graduate and Employer surveys, which are distributed to both groups, six months after the students graduate. 2.Program Resource surveys, which are distributed to the Clinical Instructors/Managers in May.	12 graduates of 2020. Results from Employer surveys, Cognitive Domain "The graduate is proficient when communicating medical and sonographic terminology in the interprofessional health care environment." There were 6 employer respondents with 5 scoring five which is strongly agree and 1 scoring four which is generally agree with an overall	From the survey feedback, we are generally preparing our students well in regard to oral and written communication. However, for many of our students English is their second language and we are noticing recently that there is more of a challenge with oral comprehension. We are providing all students with medical terminology in June	

		3.Communication skills as part of the student's clinical evaluation in Trajecsys (clinical reporting system).	mean of 4.80. Psychomotor Domain "The graduate is able to accurately communicate (oral or written) sonographic findings." There were 6 employer respondents with 3 scoring five which is strongly agree and 2 scoring four which is generally agree and 1 scoring three which is agree with an overall mean of 4.30. 10 graduates of 2021. Results from Employer surveys, same questions as above. Cognitive Domain there were 3 respondents with 2 scoring five and 1 scoring four with an overall mean of 4.70. Psychomotor Domain, there were 3 employer respondents with 2 scoring five and 1 scoring four with an overall mean of 4.70. 12 graduates from 2020. Results from Graduate surveys, Affective Domain, "The program guided me how to communicate effectively within a healthcare setting with the use of sonographic and healthcare terminology." There were 8 graduate respondents with 8 scoring five with an overall mean of 5.00. "The program prepared me to accurately and effectively communicate with peers, physicians, patients and other healthcare professionals." There were 8 graduate respondents with 8 scoring five with an overall mean of 5.00. 10 Graduates from 2021. Results from the Graduate surveys were the same as results from the graduates of 2020. Results from Program Resource Surveys that were distributed in May 2021 to all Clinical Instructors/Managers that work in the clinical sites affiliated with our program are as follows: Under section 111: Clinical Education subcategory "Communication and Interaction", the question is "Students are prepared to communicate in the healthcare environment effectively." There were 11 respondents with 9 scoring five and 2 scoring four with an overall mean of 4.82.	before they actually begin classes in September in the hopes that this will enhance their oral comprehension. In addition, there are websites that provide correct pronunciation with medical terminology that we are making available to them.	
Education Early Childhood Education and Transfer AA Elementary Education Transfer AA	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4037&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?	All NAECY and assessments and key assessment competency rubrics	NAEYC Commission for Higher Education Accreditation and Department Michelle Dobrin in consultation with a part-time faculty	Minor realignment of rubric language to better match NAEYC professional standards and competencies for early childhood educators	

	catoid=32&poid=4038&returnto=3000 2022-2023				
Education Early Childhood Education and Transfer AA Elementary Education Transfer AA	2021-2021	Compilation of past year's data related to all PSLOs and previous reaccreditation in 2017	Chair of Education Michelle Dobrin	Changes made were based on NAECY recommendations in order to update programming. Revised course sequence, consolidated programs so that all degree students are positions for transfer.	
Education Early Childhood Education and Transfer AA Elementary Education Transfer AA	2019-2020 Analyze observation and assessment-tool information to assist children to develop and reach their potential	Child Observation Project	Chair Michelle Dobrin and Dean of Education Ellen Grondine	Observation Project artifacts comparing and contrasting assignment outcomes with intended project goals, which resulted in rubric changes to the evaluation of the Observation Project reflecting Key NAECY Elements.	
Education Early Childhood Education and Transfer AA Elementary Education Transfer AA	2018-2019 Development of online courses, along with recruitment and training of faculty to teach online, and the associated professional development as a means of growing the program and expanding access for students	Faculty & Student Surveys Faculty Focus Groups Student Focus Groups	Chair of Education Nancy Tyler Higgins, Dean Ellen Grondine, and full-time faculty member Michelle Dobrin	ECE course offering expansion, and scaffolding of skills related to the use of technology, OER introduction to the division, and utilization of citation tools	
Engineering and Engineering Technology/ CAD	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4147&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4144&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4107&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4137&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4041&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4108&returnto=3000	Due to the complexity of the outcome and per advice from the assessment committee, the EET department has decided to divide the project in two parts, this year we have collected a total of 20 artifacts which are located in the blackboard shell	Faculty members from the Engineering department have evaluated the presented artifacts to make sure that such artifacts are good evidence to evaluate the PSLO.	Per advice from the assessment committee, we will continue this as next year's assessment project 2023-2024.	

	2022-2023 PSLO: Design a system, component or process to produce a desired result.				
Engineering and Engineering Technology/ CAD	2021-2022 PSLO: Communicate effectively both verbally and in writing	There are eight artifacts in the blackboard assessment folder which contains student work from different Engineering classes	Students achieve communication skills through lab reports and projects based on the data provided students analyze information to draw conclusions. It was shown that students communicate findings through experimental processes placed by faculty members in our Engineering courses	More reports will be requested on projects to students throughout engineering classes such as introduction to engineering and solid modeling I. Faculty members will study the possibility to add more reports and presentations to classes such as Thermodynamics, Statics, Strength of Materials, etc.	
Engineering and Engineering Technology/ CAD	2019-2021 PSLO: Research and analyze information and apply critical thinking to draw conclusions	There are seven artifacts in the blackboard assessment shell that shows student work	Students achieve critical thinking through exams and projects provided by faculty members, based on the data provided students analyze information to draw final conclusions	Add more hands-on projects in these courses to assess this outcome	
Engineering and Engineering Technology/ CAD	2018-2019 Other assessment work	Upon graduation, students will earn their certificate in SolidWorks at the associate and professional level and successfully completed the CAD practicum course (capstone).	The Professor of the CAD practicum and fellow faculty members will assess and evaluate the students work. The SolidWorks certification is completed and evaluated through the Dassault Systems Organization.	The CAD practicum projects are continuingly changing every year to meet industry standards. The SolidWorks certification exam is dynamic and changing continuously. The practicum will be evaluated using the rubrics developed on Assessment Day.	
Engineering and Engineering Technology/ CAD	2018-2019 ISLO: Oral and Written Communication, Critical Thinking	This is a transfer program. A capstone class will be given during their senior year at their transfer school. In addition, Engineering students need to take the Fundamentals of Engineering (FE) Exam when the graduate with their BS	The Professor or professors of the capstone class will assess the student individually. For the FE exam, this is completed by the National Council of Examiners for Engineering and Surveying	ABET accreditation is required at most institutes in order to issue a BS in Engineering. Each institute has their program evaluated periodically by ABET. The Engineering Program at MCC needs to comply with these requirements to ensure our program in transferable to these institutions	
English	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4102&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4103&returnto=3000 2021-2022 Writing Program (Reading and Composition): Assessing the effectiveness of source integration in new ALP (109) vs old ALP (099)	We collected, de-identified and randomized 50 student artifacts, half from 099 and half from 109. We normed as a group and then graded those artifacts using a newly created rubric focused on integration of sources into students' essays.	FT and PT members of the English dept.	We found that the scores were higher in the new 109 versus the old 099 (2.58 vs 2.23 on a 0-4 scale). This is encouraging because the new 109 Critical Thinking course puts more emphasis on that skill set. We discussed the data and the relative benefits/drawbacks of the new ALP corequisite course and determined that it is eliciting better critical thinking skills from students as it is constructed. We also discussed ways to enhance their source integration skills in this course, i.e. doing a first day reading sample to see where their reading skills are at the start. This would enable us to choose suitable sources for the whole class. We also discussed improving paraphrasing skills as	2019

				part of source integration. Lastly, we determined for the future that assessing student essays is not enough for an inquiry of this kind. We need to also read the essays they were based upon to determine how well they're understanding and then integrating those sources.	
English	2020-2021 Literature LAS Program PSLO: Demonstrate knowledge of the elements of analytical writing about literature	Student literary analysis essays	FT and PT members of the English dept. One finding is that the rubric itself has ambiguities, and expectations being assessed are beyond the PSLO itself, such as using a student's knowledge of documentation style to assess analysis. Additionally, the group varied in terms of interpretation of the concept of "audience" in student writing. Another finding is that the majority of artifacts, about two-thirds of those scored, fell in the 3-4 range on the rubric (milestone 3-capstone), while about one third of those scored in the 1-2 range (benchmark to milestone 2). While these are promising results, ultimately, we'd like to meet together as a group, collaborate, and strategize ways to increase the number of milestone 3-capstone scoring for students.	We discussed revising the rubric itself, using a more equitable approach to the student writing expectations. For example, we'd like to be more inclusive of students who are fluent in languages other than English. As teachers of literature electives, we'd also like to meet to discuss the types of assignments we use for literary analysis, across ENG 140, 141, 143 & 161. We'd like to discuss better scaffolding ideas for the literary analysis paper, which is a rigorous assignment for students.	2019
English	2018-2019 Writing Program (Reading and Composition)	Course level assessment within the English Writing sequence Departmental assessment of student writing produced by students exiting each of the courses within the developmental writing sequence (088-099)	Faculty at the course level Department faculty within the developmental writing sequence (088-099) Department faculty on English assessment teams	Changes to the course description and curriculum for Comp I and Comp 2 to strengthen the research assignment based upon ISLO assessment of Written Communication which revealed weaknesses in research writing done within the disciplines. New approaches to developmental reading and writing based upon national best practice and research and MCC students' low persistence rates when their initial English placement is at the developmental level. Creation of ALP and Reading Writing & Reasoning courses. Internal data indicate the efficacy of the ALP model. Increased Professional development for part-time faculty in such areas as the research assignment, clickable rubrics, application of the common course expectations. Change to Multiple Measures based on national best practice	2019

				and research. Incoming students can use their high school GPA or SAT scores to place into college level English. Beginning in Fall 2018, students with a 2.7 or higher GPA within the last 3 years, or an English SAT score of 500 or higher are placed into ENG 101. Students without these credentials will continue to take the Accuplacer exam to determine English placement. Change of Placement Test scoring to "superscoring." Effective 11/2018, students who have taken the Accuplacer reading test and the Writeplacer test multiple times can use their best score on each test to place into ENG 101.	
English	2017-2018 Writing Program	This assessment using the common final exam & the Value Rubric for Reading & administered through Bb Outcomes let us know which students by course are struggling the most with reading skills, a new outcome for English Composition I, as part of Mass Transfer efforts.	Faculty teaching ELL, RWR, ALP and English Composition	We decided the VALUE Rubric for reading needs to be adapted to reflect the skills we are trying to assess. We will revise the rubric for the next time we assess reading skills.	2019
English	2022-2023 Other assessment Assessment of two MCC policies (Multiple Measures and Guided Self-Placement), as they relate to college level English Comp completion	Dashboard completion data for cohorts who used MM and GSP to place into English Composition 1 and the ALP co-requisite pair of courses 101/109.	FT and PT members of the English Dept, as well as other stakeholders (representatives from IR, Enrollment, Testing, and 2 students).	1.Extending to 10 years the multiple measures of SATs, ACTs, GEDs, and HiSET scores to match 10-year High School GPA. 2. Eliminating the essay barrier from the GSP process. 3. We will reevaluate the curriculum of ENG 109 to increase completion rates. 4. We will consider broadening the MM policy to include another GPA level cutoff since MM students are passing at higher rates. 5. We will move to an electronic version of the GSP packet, embedded in the CRM admissions process. 6. We will revise/simplify the questions in the GSP packet.	2019

English	2018-2019 Other assessment MCC's new Multiple Measures policy for placement into college level English	We measured completion rates in the Fall 2018 Multiple Measures cohort.	FT and PT members of the English dept.	We will run this assessment again next year. The data from this year indicate that that this program should continue and be measured again on a larger scale. The national research appears to be borne out that MM students do approximately as well as the general population of 101 students. We will also revise the rubric that we used to assess the student artifacts.	2019
Hospitality and Culinary Arts AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4054&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4056&returnto=3000 2022-2023 Personal and Professional development	Artifacts and focus group	Faculty	Based on assessment work in 2022 – 2023, BUS 214, the Business Internship is being revised to include an updated internship application processes and a revised focus on student personal goals and outcomes for the course and their careers. Internship preparation skills are being worked into BUS 151, Food and Beverage Management to better prepare students for BUS 214. Micro-credential programs for Restaurant Supervisor and Culinary Skills I have been created and launched in spring 2023 and fall 2024 respectively. BUS 150, BUS 151, BUS 152, BUS 153, BUS 155, BUS 156, BUS 157, BUS 159, BUS 191, BUS 192 have all been revised to accommodate a mini-mester 8 week format. BUS 165, Café Management has been created to offer students a learn and earn experience on campus as well as develop additional internship opportunities for students.	2020
Hospitality and Culinary Arts AS	2021-2022 2020-2021 Communicate using written, oral, and non-verbal techniques, and incorporate the use of technology in researching and presenting information	Artifacts and focus group	Faculty	Assignment redesign and course redesign for BUS 214, The Business Internship	2020
Hospitality and Culinary Arts AS	2019-2020 PSLO: Demonstrate culinary skills and professional development	Kitchen observations, student assignments and student survey	Faculty / Advisory board	Short term: new culinary equipment was purchased Long term: plans for new culinary facility initiated	2020

Hospitality and Culinary Arts AS	2018-2019 ISLO: Multicultural and Global Literacy	Student Artifacts	Faculty	Assignment redesign	2020
Hospitality and Culinary Arts AS	2020-2021 Program Review	Comprehensive review of Hospitality AS and Certificate programs	Faculty, Program Dean, Outside Evaluator, Advisory board	Increased Marketing efforts Outreach to BS Hospitality programs Outreach to area HS students for program recruitment	2020
Hospitality and Culinary Arts AS	2020-2021 Program Review	Comprehensive review of Culinary Arts AS and Certificate programs	Faculty, Program Dean, Outside Evaluator, Advisory board	Increased marketing efforts Plans to create new culinary teaching facilities (Opening fall 2023)	2020
Human Services AA/AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4058&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4059&returnto=3000 2022-2023 PSLO: Apply the Direct Support Skill Standards in their coursework and field work.	Blackboard Outcomes; artifact collection and scoring; concept & application rubric;	(currently ongoing)	(currently ongoing)	
Human Services AA/AS	2021-2022 PSLO: Examine principles and concepts of society's social problems and develop & analyze strategies for change	Blackboard Outcomes; artifact collection and scoring; concept & application rubric (Social Responsibility VALUE rubric rows used)	Rubric focused on Concept and Application criteria and each ranged from Benchmark (1) to Capstone (4). Upon scoring, only 12% scored in Milestone 3 (meeting expectations) for the category related to examining principles and concepts of society's social problems. Furthermore, 12% of the sample showed No Evidence of examining these principles/concepts. When looking at developing & analyzing strategies for change, no respondents scored higher than Milestone 2 (Progressing), though 50% of the sample scored in this range. It appears the directions for one of the assignments limits the expansion of connecting other social problems in their responses as the prompt is specific to one report. Students seem to focus solely on the report without considering more global issues. The other assignment allowed room to expand on various global/social issues but few did so. The sample was small (8 artifacts) and came from only 2	Findings will be shared with department faculty. The Social Responsibility VALUE rubric rows that were used will also be shared. Discussions on how to incorporate these specific rows from the VALUE rubric will happen at the next department meeting and can include: re-writing assignment prompts to better align with the rubric; identify other assignments that might address this learning outcome; brainstorm ways to develop other assignments that encourage more global identification of social problems and more robust strategies for change.	

			courses from the same instructor. It would be helpful to obtain samples from various courses and various instructors to increase the sample size and obtain more generalizable results.		
Human Services AA/AS	2021-2022 PSLO: Discuss and demonstrate group process and interpersonal relations as it applies in the workplace and for clinical use in the field	Blackboard Outcomes; artifact collection and scoring; concept & application rubric;	Rubric focused on Concept and Application criteria and each ranged from Benchmark (1) to Capstone (4). Upon scoring, 79% of the sample scored in the Milestone (3) and Capstone (4) areas for the Concept criteria. For the Application criteria, 64% of the sample scored in the Milestone (3) and Capstone (4) areas.	Surprisingly, these outcomes are scoring higher than anticipated. Our hypothesis was that the majority of students would be scoring in Milestone (2) however, the Concept criteria showed only 21% of students scoring in Milestone (2) while the Application criteria showed only 29% of students scoring in Milestone (2). Given these higher-than-anticipated scores, the assignment directions will be shared with all faculty in the department and encouraged to adopt the assignment as a way to promote the program outcome.	
Human Services AA/AS	2019-2020 Other assessment Student retention within HUS majors	IR provided data on HUS majors by year; IR provided data on HUS majors who transferred to state schools	HUS full-time faculty met on Assessment Day to review data provided by IR. Data was reviewed on declining numbers by those leaving the college as well as those leaving the HUS major.	HUS students were found to change majors from HUS to LAPY when they remained at MCC. HUS students who transferred out tended to transfer to UML primarily, however, UML does not offer a Social Work or Human Services BA degree. Intended work was to continue to identify barriers to HUS degree completion. This did not continue given full-time faculty retirement and MCC emphasis on PSLO assessment instead.	
Information Technology – Cybersecurity AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4110&returnto=3000	Capstone and Internship courses, Projects, Stackable certificates, Course prerequisites of C in the previous course; transfer rates to 4-year IT Cybersecurity degree programs, and Key exams determine that graduates have achieved the particular outcomes for the degree.	Normally, we meet with advisory committee members to review our programs. To meet the current trend, we have revised and created a new course approved by the Curriculum Committee at the same time faculty meets regularly to review and evaluate the courses.	As an alternative to a Capstone course, the Internship course is offered. Blackboard discussion threads and group tools are used for group projects to overcome obstacles. To meet current industry trends Google IT support certificates were included.	2021
Mathematics	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4111&returnto=3000 2021-2022 ISLO: Personal and Professional Development	AAC&U Rubric – assessed rows 2, 3, and 5. Collected artifacts from a writing prompt in various math courses (MAT120, 130, 131, 177, 182, 195, 290)	Math Department. Scored artifacts individually then discussed differences among department to determine agreed upon score	This was the first year of this project. The data showed that the average scores for all the assessed rows were between 1 and 2 Faculty – meeting the needs of the students in terms of personal and professional development ISLO. Students are seeing the connection between what they are learning in class and their	2009

				personal and professorial development.	
Mathematics	2018-2019 Review of co-requisite developmental math	Grade distributions in MAT120 and MAT177 co-req courses	Math department looked at completion rates of MAT 120 courses with and without co-reqs and MAT177 courses with and without co-reqs.	The results showed us that the material in the two courses needed to be integrated and not taught as two separate courses.	2009
Mathematics Concentration	2019-2020 Program Review		Math Department Chair wrote/ department reviewed	Co-req paths for STEM students (MAT195/008) Accelerated pre-calc trig MAT196 Degree changed to AS to included STEM transfer block	2009
Mathematics Transfer	2022-2023 The ability to use technology	Created a rubric to evaluate	Math department had a norming session. Data for the artifact ratings collected online. The department discussed those that were rated differently	Results were recently received from this analysis. We will review and discuss at our first department meeting in Fall	2009
Medical Assisting Certificate	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4069&returnto=3000 2022-2023 PSLO: Perform Medical Assisting administrative and clinical procedures competently and safely within their scope of practice	Survey of graduates, Advisory Board members, & employers	Employers noticed improvement in professions workplace behavior and competencies after faculty spending more time in the lab focusing on competencies readiness Graduates expressed desire to have more practice time in the lab to strengthen specific competencies	Externship sites are having students to practice and pass competencies checkups to ensure student is well prepared on specific routine administrative and clinical procedures.	
Medical Assisting Certificate	2020-2021 PSLO: Demonstrate appropriate communication skills by effectively engaging in written and oral communication as demonstrated through charting and communication with patients from different age groups, cultures and other health professionals	How to improve medical record documentation and how to improve communication skills. A questioner was given to advisory board members (office managers) to assess students written and oral communication skills	Advisory board, faculty and program coordinator interprets the evidence. Questionaries' responses showed that students were lacking knowledge on medical record documentation. Managers/employers responses also advised to have students get more practice on communication skills by working with other health care programs	X Detail Content was added to the Med Administration course and more practice on chart documentation added in the lab skills.	
Medical Laboratory Technician	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4104&returnto=3000 2022-2023 PSLO: Assume responsibility for information processing, training, and quality control monitoring wherever clinical laboratory testing is perform	Information processing: -Course exam grades -Clinical practicum performance evaluations -ASCP BOC exam scores -Employer evaluations Training: -Competency-based boot camp rubrics -Employer evaluations Quality Control Monitoring:	Course exam grades are evaluated by the faculty member to ensure benchmarks are achieved. Clinical practicum performance evaluations are completed by the mentoring clinical staff and are reviewed by the MLT faculty. These evaluations grades are incorporated into the final course grade. The ASCP BOC certification exam scores are reviewed by the	The faculty have determined that clinical practicum evaluations need to include more in-depth statements regarding specific course and program outcomes. The quality control content of Immunohematology course needs to be more robust. These changes will be implemented during AY 2023-24	

		-Course exam grades -Bio-Rad QC Workbook -Clinical practicum performance evaluations -Employer evaluations	program coordinator. The report divides the graduate's score by laboratory discipline. The faculty meet to discuss each discipline score and determine where improvement in content delivered can be made. Employer evaluations are requested one-year post graduation. The faculty of the department review each evaluation and determine if improvements should be made to the affective, cognitive or psychomotor domains. The employer also evaluates whether the graduate meets the program outcomes by checking exhibited competency or does not exhibit competency. Competency-based boot camp rubrics provide a guide to proficiencies that require completion before students go out to clinical sites. Students will not report to their clinical affiliate until all competencies are met. The Bio-Rad Quality Control workbook is a mini-course with a built-in assessment that ensures students have the necessary knowledge required to evaluate and monitor quality control in the clinical laboratory.		
Medical Laboratory Technician AS	2021-2022 PSLO: Demonstrate the entry-level competencies necessary to perform routine clinical laboratory tests in all areas of the laboratory	According to our accrediting agency, National Accrediting Agency for Clinical Laboratory Science (NAACLS), a graduate should achieve all domains of learning at the highest level after completion of the program. The faculty reviewed the assessment tools utilized in each program course and defined these tools as measurements of each domain and the level of achievement. Cognitive Domain Level 1: recall of basic knowledge and comprehension (C1) Level 2: application and interpretation of content (C2) Level 3; critical analysis, decision making, and problem solving, which relates to the evaluation and processing of knowledge (C3)	The evidence was interpreted as follows: Quizzes demonstrated consistent success above 80 %. Lab skills demonstrated consistent success above 80 %. Case studies demonstrated consistently lower grades than other cognitive assessments. Exams demonstrated success > than 73 %. Boot camp assessments demonstrated consistent success >90 %. Practicum evaluations all consistently > 90% ASCP BOC Exam scores (per discipline) were consistent with students' cognitive ability as demonstrated on campus. Employer evaluation – with a few exceptions most graduates demonstrated an average of 86%.	The faculty have determined the following: -The on-campus competency-based boot camp needs to include an affective assessment. -Addition of more psychomotor assessments in Clinical Chemistry. -Improve student-writing skills as they pertain to answering questions on case studies. -Introduce more research papers to help with the deficiency in writing skills. The changes will be implemented during AY 2022-23.	

		Psychomotor Domain Level 1: readiness; an awareness of and ready to perform; observes (P1) Level 2: competence and confidence with performing a task (P2) Level 3: proficiency and adaption, ability to alter performance successfully when encountering unexpected or new situations (P3) Affective Domain Level 1: awareness of an activity or situation (A1) Level 2: valuing; attachment of worth and beginning to express behaviors demonstrating value of an activity or situation (A2) Level 3: commitment; ability to justify values (A3) Assessment Tools: - Quizzes (C1) - Lab skills (P2) - Case studies (C3			
Medical Laboratory Technician AS	2020-2021 PSLO: Apply safety and governmental regulations to maintain compliance in the laboratory	Program developed a safety audit form that was utilized on campus and shared with clinical affiliates during student practicums. Required students to retrieve print and label Safety Data Sheets (SDS) for consumables utilized during campus laboratory sessions.	The evidence was interpreted as follows: Safety Audit-Fall Semester On Campus 89 artifacts: 13 breaches of safety = 7 PPE; 4 waste disposal; 1 handwashing; 1 bleach ** 85.4% compliance Spring Semester106 artifacts: 6 breaches of safety = 2 PPE; 1 waste Safety Audit-Spring Semester On Campus 106 artifacts: 6 breaches of safety = 2 PPE; 1 waste disposal; 3 bleach **94.3% compliance Safety Audit- Clinical Practicums Off Campus 63 artifacts for 17 student observations = ** 100% compliance Students realize the importance of safety regulations and abide by all requirements while in the clinical setting! Safety Data Sheets: Students printed 54; applied appropriate warning labels- GHS and NFPA. Even though governmental agencies such as OSHA, NFPA, and CDC are discussed in many courses,	Faculty will develop a Medical Laboratory Technology Safety Manual to be distributed to each student beginning academic year 2021-22. Faculty will have Safety Data Sheets printed for laboratory sessions where consumables pose any hazard. Faculty will require students to read and understand the importance of these sheets regarding product usage on campus and in the clinical practicum setting. Faculty will begin utilization of MedTraining software program to ensure that all areas of laboratory safety are accounted for.	

			students fully understand the importance using an activity such as this.		
Medical Laboratory Technician AS	2019-2020 PSLO: Introduction of soft skills to MLT students before entering the workforce	✓ Students were administered a pre- assessment worksheet to complete on listening skills and non-verbal communication skills. ✓ Exercises were completed in each of these soft skills to raise awareness to the importance. ✓ A discussion ensued regarding the findings. ✓ Students were asked to utilize these tools throughout the semester. ✓ A post-assessment worksheet (same as pre-) was administered at the end of semester to look for an improvement.	✓ Findings based on pre- and post- assessments of listening and non-verbal skills. ✓ Listening: more than ¾ of students were "fair" listeners, but after introduction of listening tool and a semester to practice this skill, ¾ of students increased to average-above average. ✓ Non-verbal: students did not take in non-verbal cues and only focused on the spoken word.	Based on the assessments, the MLT faculty will introduce these soft skill modules during the first-year courses and reassess the same students after they have completed the clinical practicums at the end of year two before graduating.	
Medical Laboratory Technician AS	2017-2018 PSLO: Review of the five (5) program outcomes established during the development of the MLT program in 2013	✓ Pre-rotation boot camps required before each clinical practicum provided us with data. Students are required to complete intensive competency-based testing and case studies to the standards set forth by the department.	Students are more knowledgeable when reporting to their clinical practicums allowing the preceptor to focus on workflow, automation, quality assessment, quality control, and reporting of results in a shortened amount of time.	✓ Institution of more competency assessments in each course/laboratory. Institution of pre-rotation boot camp where students are required to achieve set competencies.	
Medical Laboratory Technician AS	Other Assessment: Continuous Yearly Program Assessments	✓ Each individual MLT course ✓ Monthly faculty meetings ✓ Curriculum change log for each course ✓ Student evaluation of instruction ✓ Clinical practicum student evaluations ✓ Student evaluation of clinical practicum experience ✓ Upon graduation-student program	✓ The first internal method of assessment used to evaluate the program begins with each individual course. Assessment tools include student assignments, written examinations, laboratory exercises, and clinical skills observations. ✓ Monthly faculty meetings are held to discuss any changes that should be made to a course to remain in alignment with program outcomes. The faculty member will maintain a curriculum change log for each course as a method of continuous didactic and	✓ The program coordinator and faculty evaluate the internal and external assessment data compiled. This data is discussed at faculty meetings which aid in the identification of the strengths and weaknesses within each course. Faculty discuss ways to implement improvements and a final decision is presented to the advisory board for discussion.	

		evaluation/exit interview ✓ Assessment of student retention ✓ Faculty assessment of supply availability to properly instruct each course	laboratory evaluation. The faculty member will complete a document stating whether changes have or will be implemented to that particular course. ✓ At the end of each course the student participates in an evaluation of instruction. This evaluation is distributed by a department staff member. Areas of evaluation include the course as a whole, the course content, the instructor's contribution to the course, and the instructor's effectiveness in teaching the subject matter. ✓ Each clinical practicum experience is assessed by evaluation of the student's cognitive, psychomotor and affective abilities. This is performed by the designated clinical educator. Other tools used to assess the student are written quizzes, case studies, and a final written and practical exam when applicable. ✓ The student is also given the opportunity to evaluate their experience at the clinical site using an evaluation tool that rates the success of the experience, whether the mentor overseeing the training was attentive to the student's needs, was the student able to reinforce all of the skills learned at Middlesex Community College in that clinical setting and were all of the learning outcomes listed on the practicum syllabus met. ✓ Upon graduation, each student is required to complete a program evaluation and participate in an exit interview utilizing a Survey Monkey evaluation. ✓ An internal assessment of student retention is maintained by the program coordinator. This document will clarify the reason for a student leaving the program, such as illness, family circumstances, or failure of a course. ✓ To assess the needs of course materials provided by the college, each faculty member completes a paper evaluation at the end of the semester identifying whether the supplies were adequate for that particular course and what could be added to improve the learning outcomes.		

			Students also complete a similar paper evaluation. ✓ External program assessment is achieved utilizing various methods. ✓ An overall assessment of student knowledge is acquired through the American Society of Clinical Pathology (ASCP) Board of Certification Examination. The certification scores are made available to the program coordinator on a quarterly basis. ✓ The format of the biannual advisory board meetings is a round table discussion to provide insight regarding the strengths and weaknesses of the program. ✓ Continuous program assessment is also achieved through a yearly evaluation sent to the graduate's place of employment regarding the preparedness of the new employee, their strengths and weaknesses. ✓ Once the program achieves NAACLS Accreditation, the program coordinator will submit an annual report. Each year the program coordinator will evaluate the certification exam pass rates, graduation/attrition rates and placement rates. This information will be included in the annual report submitted to NAACLS. ✓		
Music Fine and Performing Arts AA – Music Option Performing Arts AS - Music Option	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4049&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4081&returnto=3000 2022-2023 PSLO: To provide performance opportunities for music students of various levels.	Through the student recitals, the musical and performance skills which students learned and developed in the MCC applied music classes and independent studies can be determined. This year for the first time we had the opportunity to assess the performance skills of students after they completed their time with us. Three former students, currently enrolled in university music schools, played in a master class offered at the college.	Department Chair, Carmen Rodriguez-Peralta and Full-time Faculty Orlando Cela listened and viewed videos of student recitals. We noted which performing students were music majors and which were taking the courses as an elective. For the master class we devised some additional criteria to assess how the students had been impacted by their training and performance opportunities at MCC to improve as university music students. We evaluated their cumulative knowledge of technical and interpretive demands of the music, and their ability to convey the music, and stage presence by scoring from 1-5 (ranging from not effective to very effective.) We also noted their performance level in relation to how	We devised a form with specific criteria in 2018 when listening to the student recitals so that we could systematically assess how the students were doing in the following years. Now we have expanded the form to be able to assess the performance skills of our graduates who transfer. We also have the means to evaluate music technology projects. We plan to offer more performing opportunities for graduates so they will return to perform at the college. This continues to aid them in their performance development, and it gives current students much inspiration.	2003

			the student was when he/she left MCC by scoring 1-5 (ranging from no improvement to great improvement.)		
Music	2022-2023 PSLO: To provide students with basic knowledge of music technology	For the first year we also evaluated music technology projects featured in the student recitals	Carmen Rodriguez-Peralta and Orlando Cela, the professor of the music technology courses, used the new music tech evaluation form to assess the music technology pieces featured in the student recitals. We evaluated the structure of the pieces, use of a variety of sounds and effects, the development of these materials, and the synchronization with film, by scoring from 1-5 (ranging from not effective to very effective.)	One change in technology is that we will be purchasing recording equipment so that music technology students can learn to record and edit. This will greatly expand their knowledge.	2003
Music	2022-2023 Other assessment: Ethnicity of students performing in the December and May general student recitals	Listing of ethnicities on DegreeWorks	We went through the list of students who performed in the end of semester December and May student recitals and checked on DegreeWorks how they had self-reported their ethnicities. In the December recital there were 14 student performers. 57% White/Caucasian 21% Asian 14% Black/African 8% Hispanic/Latino In the May recital there were 21 student performers 66% White/Caucasian 14% Asian 10% Black/African 10% Hispanic/Latino	We were pleased to see the greater percentages of ethnicities of the students performing. We will continue offering independent studies in a variety of instruments and voice to any MCC student wishing to take studio lessons at the college and willing to practice at least 1 hour a day. They do not need to be planning to audition for university music schools. This opens the opportunity to students who cannot afford private lessons outside of the college. We will also continue to lend keyboards to students taking piano classes who can't afford to purchase their own. The World Drumming and Music Technology classes, attract a greater diversity of students, and we will create more opportunities for students in these classes. We are interested in attracting a wider variety of students to participate, and we are including compositions by music technology students in these programs. We are having them talk to the audience about their pieces before they are heard.	2003
Nursing	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4073&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4074&returnto=3000 2022-2023 EPSLO #1 Patient-Centered Care (PCC) EPSLO #2- Evidence Based Practice (EBP) EPSLO #3-Informatics and Technology (IT)	After capturing three-years of student data and implementing various action plans, it was determined that several of the assessment methods were not valid indicators of student attainment of the PSLO's.	The Director of Nurse Education and faculty determined that looking at the Systematic Plan of Evaluation (SPE), assessment methods, and Estimated Level of Achievement's (ELA) needed to be adjusted.	Director of Nurse Education, nursing faculty and the evaluation committee revised the SPE, formulated an overarching ELA for each EPSLO, removed assessment methods (that were found invalid based on 3 years of data), and developed a plan for future assessment. The revised SPE reflects valid and reliable indicators of assessment, in addition to an overarching ELA for each EPSLO. The data collection was further disaggregated into each cohort; including LPN option I and LPN option II. Data	2021

	EPSLO #4- Quality Improvement (QI) System-Based Practice (SBP) EPSLO #5: Leadership (L) - Teamwork and Collaboration (TC) EPSLO #6: Professionalism (P) EPSLO #7: Communication (C)			collection began with the most recent graduating cohort (December 2022-0123FT cohort and disaggregated). The updated SPE will be utilized in the Nursing Program to evaluate student achievement of attaining the EPSLO and ELA's.	
Nursing	2021-2022 EPSLO Leadership (L) - Teamwork and Collaboration (TC) EPSLO #6: Professionalism (P) EPSLO #7: Communication (C)	Quantitative Data: i. Comprehensive Predicator Scores ii. Exam questions iii. Clinical Evaluations Tools Qualitative Data: i. Outcome Journals ii. Community Impact Project	We utilized focused groups with different data points from excel spreadsheet tables that were created to demonstrate the ELA, assessment methods, and action/analysis plans. Nursing Evaluation Committee ensured data was collected and available for review by full faculty during assessment day. Faculty (in NUR 255 PT and FT) provide data that included i. Students Comprehensive Predicator Scores ii. Exam questions iii. Clinical Evaluations Tools results iv. Outcome Journals v. Comprehensive Predicator Results During assessment day, 2022 faculty analyzed data for the selected EPSLO's and determined the reliability and validity of the assessment methods and looked at the data collected.	Changes made to the Nursing Program based on the assessment day work of AY 2021-2022 included: -Increase the test questions for some of the lower tested EPSLO's throughout the program (example: SBP, IT, Communication). -Remove the clinical evaluation tool as an assessment method, as all students completing the program received 100%. It was determined that it is not a valid indicator.	2021
Nursing	2020-2021 EPSLO #1 Patient-Centered Care (PCC) EPSLO #2- Evidence Based Practice (EBP) EPSLO #3-Informatics and Technology (IT) EPSLO #4- Quality Improvement (QI) System-Based Practice (SBP)	Quantitative Data: i. Comprehensive Predicator Scores ii. Exam questions iii. Clinical Evaluations Tools Qualitative Data: i. Outcome Journals ii. Community Impact Project	Faculty interpreted the data in focused groups. They were given different data points from excel spreadsheet tables that were created to demonstrate the ELA, assessment methods, and action/analysis plans for each PSLO. Nursing Evaluation Committee ensured data was collected and available for review by full faculty during assessment day. Faculty (in NUR 255 PT and FT) provide data that included i. Students Comprehensive Predicator Scores ii. Exam questions iii. Clinical Evaluations Tools results	Changes made to the Nursing Program based on the assessment day work of AY 2020-2021 included the following: -Increasing transparency between the full time and part time cohorts/faculty to understand the NOF competencies. (Examples included videos of how to incorporate NOF in theory, clinical, and lab. In addition to weekly emails amongst FT and PT faculty, communication tool to keep all faculty teaching within a course are reinforcing learning in all areas of a course. - Reconfiguration of the outcome journal rubrics (piloted in 2019) to be able to capture quantitative data that is reflected of student understanding and achievement	2021

			iv. Outcome Journals v. Comprehensive Predicator Results During assessment day, 2021 faculty analyzed data for the selected EPSLO's and determined the reliability and validity of the assessment methods and looked at the data collected for trends in each EPSLO, each cohort, and by each program option.	of EPSLO in both program options.	
Nursing	2022-2023 Other assessment: Test question assessment and rewriting of lower scoring questions for each EPSLO.	Examination and test question data was collected and obtained from each nursing course/option utilizing the online testing platform utilized by the Nursing Program-ExamSoft.	Each level of nursing courses found that there was not an ample or adequate representation of exam questions (quantitative data) to use as a valid indicator of achievement of EPSLO.	Faculty rewrote questions, retagged (based by EPSLO) and wrote new exam questions. An excel spreadsheet exam blueprint was formulated to map progression of achievement in students' attainment of each EPSLO by course and level. This would allow faculty to look at progression from each cohort or by individual student.	2021
Nursing	2019-2020 Other assessment: All course assignments (scholarly papers, care plans, clinical journals, process recordings, resumes, etc.) were evaluated for validity, accuracy, and reliability in determining they were assessing SLO's and all PSLO	Faculty to make an educated judgment about whether or not the assessment measures/methods are measuring what they were intended to measure evaluated all course assignments. The following questions were used on all assignments: How appropriate is the assessment? How meaningful is the assessment? What conclusions can be drawn from this assessment? How useful are the conclusions?	Faculty interpreted the data from this assessment, in addition to the course, graduate, and program survey to determine students' reflection on each assignment to help achieve understanding of SLO's and PSLO's.	Various individual course assignments were reconfigured to help measure students' achievement of SLO's and PSLO's. As an example: a numerical rubric was created to measure student achievement of the EPSLO in the senior semester, NCA 2.	2021
Paralegal Studies Career AS Paralegal Studies Transfer AS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4079&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4080&returnto=3000 2022-2023 PSLO: Work effectively as part of a team or individually, as appropriate.	Conducted student focus group	Results shared with faculty and Advisory Board	Add class collaborations on Zoom and in asynchronous classes through break out rooms and discussion boards and add more group work in upcoming assignments; to build community in online classes, continue to continue to hold additional paralegal events, both virtual and in person, continue library visits and guest speakers Update program outcome language to reflect need to build soft skills for success in law offices	

Paralegal Studies Career AS Paralegal Studies Transfer AS	2021-2022 PSLO: Prepare, create, and produce legal documents, to demonstrate proficiency in computer programs used in the legal profession, including spreadsheets, legal databases, and e-mail functions.	Student artifacts collected through Blackboard outcomes and scored by faculty against a rubric	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board, focus on continual changes in law office technology and how to keep students up to date	Update program outcome language to simply and be more inclusive of technology and technology updates	
Paralegal Studies Career AS Paralegal Studies Transfer AS	2020-2021 PSLO: Develop, execute and implement an effective research plan to draft legal documents, including legal memoranda, court documents and forms.	Student artifacts collected through Blackboard outcomes and scored by faculty against a rubric	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board	Update program outcome to clarity objectives of this program outcome as this was challenging to assess with too many action verbs	
Paralegal Studies Career AS Paralegal Studies Transfer AS	2018-2019 PSLO: Identify the legal and ethical principles that guide paralegal conduct and propose resolution of those ethical issues.	Student artifacts collected through Blackboard outcomes and scored by faculty against a rubric	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board	Redesign legal ethics assignments across several courses throughout the curriculum	
Paralegal Studies Career AS Paralegal Studies Transfer AS	2018-2019 Other assessment: Exit Survey	Annual surveys of students graduating from program	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board	Updated Paralegal Internship Guide to include additional student resources; Program added additional career events and networking events	
Paralegal Studies Career AS Paralegal Studies Transfer AS	2022 Other assessment: Employer Survey	Every five years, employers of graduates are surveyed	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board	Plan to continue improvements in use of legal technology skills	
Paralegal Studies Career AS Paralegal Studies Transfer AS	2022 Other assessment: Graduate Surveys	Nine months after graduation and again 2-3 years later, graduates are surveyed	Results discussed at paralegal faculty meetings and with Paralegal Studies Advisory Board	Updated program outcomes to focus on development of soft skills	
Psychology LAS	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4086&returnto=3000 2022-2023 Analyze and apply psychological principles to understand the causes of human behavior personally, socially and organizationally (APA Goal 4; *Use self-reflection and self-assessment to develop strategies that enhance self-improvement, and to clarify and strengthen their sense of social responsibility (APA Goal 9)	For the past 10 years, the college has offered a class called The Psychology of Success (PSY 125) which is required for students who are not making sufficient academic progress. The course enrollment is limited to these students, and they are not allowed to re-enroll unless they are in the class. The Behavioral Science Department plans to comprehensively review the efficacy of this course/intervention. We are concerned about the low completion rate in general for this course	The data was analyzed by the Dean of Liberal Arts and Sciences, the Behavioral Science Chair, faculty members currently invested in teaching the course and the Assistant Director of Academic Progress and Retention. Prior to the meeting input was requested from the course developer and other faculty who have taught, or are currently teaching the course.	There was a general consensus that the course has value and the anecdotal evidence from classroom teachers clearly points to students having positive reviews of the benefits of having taken the course. The completion rates hover around 54%. While this is not great, these are students that are enrolled because they are on academic probation. It was also noted that some attrition can be considered "good attrition" because it was a result of thoughtful consideration of career and life goals. After discussing the data collected we decided to	2019

		and would like to better understand what is happening with this student population. Now that the college is more focused on using disaggregated data, this seems to be an ideal time to evaluate this course. We are interested in reviewing the disaggregated data over the past 10 years regarding the retention of students, persistence over the following semester, GPA before and after the intervention, and graduation rates. This examination of data will indirectly assess the program level outcomes of: application of psychological principles to understand the causes of human behavior on a personal level; and using self-reflection and self-assessment to develop strategies that enhance self-improvement because the stated emphasis of this intervention according to the course description is applying psychological principles to better achieve success in college and in life. "Students will apply relevant psychological concepts and theories to gain more control over experiences and outcomes in college and life."		institute the following recommendations: 1. Offer the course in a mini-mester format for the fall. Based on faculty feedback, we hope this new format will encourage engagement and completion of the course. In previous semesters, students tend to drop off midway through the semester. 2. We'd like to incentivize students to be more successful and stay at the college. Therefore we will propose awarding successful completion of the course (C- or better) with a free three credit course for the following semester. This also helps resolve the issue of students not having room for a behavioral science course in their program because then PSY 125 essentially is a free opportunity for growth. We want to explore the possibility of adding an engagement component in a few, if not all sections, on a trial basis.	
Psychology LAS	2021-2022 ISLO: Diversity and Multicultural Awareness	Psychology Department Data Request for Spring 2022 Assessment Day: We asked for disaggregated data on race, ethnicity, Pell eligibility regarding composition of students and completion rates for students in our program as well as throughout the college. We also asked for completion rates for certain key courses	Our data seems consistent with diversity percentages for the college regarding composition and course completion The effects of the pandemic seem to be disproportionally felt by students of color. The completion rates for Research Methods were somewhat lower than other courses in the program. It is the capstone course for the problem and the last hurdle before graduation.	While not a change, it is important to note that the department strongly supports college-wide efforts toward equity for each student. Our faculty has strong participation rates in equity workshops and projects. Faculty discussed the need to make students aware of college support services. We decided to follow course completion rates more closely	2019

		within the program. Behavioral Science Survey	Students are generally happy with the program but are calling for greater selection of upper psychology electives and more consistent offerings within a year span	to determine if an intervention was needed. We recognized that the pandemic may have played a role in the data and also brainstormed possible ways to address this if rates do not improve. We decided to align with Psychology's professional association by adopting the APA goals for undergraduate psychology education. We will work toward creating a year-long template for psychology offerings in order to help students better plan for their future. We will work toward bringing back some of the upper electives in psychology that were left due to retirement.	
Psychology LAS	2020-2021 PSLO: Discuss and demonstrate their understanding of, and respect for, diversity as a result of their study of psychological research and theory (APA Goal 8)	We sent a survey out to each of the program's psychology concentration students. We received 31 responses and divided them up by the number of courses taken into three groups: 1 course: 2-3 courses; 4+ courses. We then reviewed the student responses of "How has your study of psychology given you a better understanding or appreciation of diversity? By diversity we are referring to race, ethnicity, gender, sexual orientation, social class, etc.	Our findings were somewhat inconclusive. Some students at the end of the program expressed a clear change in thinking about the relationship between psychology and diversity. One student wrote "Studying psychology has allowed me to understand in a different manner that regardless of race, ethnicity, sexual orientation etc. everybody is the same but it is our differences that make us unique and who we are." However, there were not enough responses as such to determine if the program has made any real impact.	We feel that to truly dive into the data, we would need to restructure our question to ask more specifically about psychological research to support their understanding and to attempt to increase our responses by incentivizing student responses. On the other hand, having this conversation on a departmental level gave us the opportunity to reflect on these concerns and how to be more intentional in addressing race, ethnicity, sexual orientation and social class in our courses.	2019
Psychology LAS	2018-2019 PSLO: Articulate and explain major psychological concepts, theories, and empirical findings (APA Goals 3, 6, 7) PSLO: Write and speak effectively, incorporating information and technology literacy skills as appropriate (APA Goals 3, 6, 7)	Students at different levels of the program were given a writing prompt asking them to explain major psychological concepts.	Departmental faculty engaged in norming responses based on an established rubric and rated student responses to the writing prompt.	Based on disaggregating psychology majors by number of credits of psychology courses completed, there appears to be some progression in their competency development related to the learning outcome. We learned that their interpretation of the writing prompt used was different from our expectations. Specifically, although we asked them to compare and contrast concepts, many students only described them. We plan to replicate the study with improvements for next year. Based on this year's debriefing are rewriting the prompt and	2019

				the instructions. We will work on better recruitment of participants and will increase the number of scorers.	
Radiologic Technology	https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4089&returnto=3000 2023-2024 PSLO: Students will exhibit professional behaviors	Monthly clinical evaluations, Collegiality and Professionalism section, question 7. Communicating educational needs to Clinical supervisors Students will score 1.85 or above out of a possible 2 points. Where 0=needs improvement, 1=developing skills and 2=performs consistently.	Program Faculty and Program Advisory Board. Analysis of this outcome shows a 5-semester average of 1.94 above our benchmark of 1.85. Faculty commented that students meet with clinical instructors daily and state what exams they need. They also post lists in the department so staff radiographers know what procedures they need. However, some students are not taking total responsibility for completing their competencies and need to be reminded constantly to complete their comps.	Each student develops a plan at the beginning of semester 5 stating what competencies they need to graduate and how they will accomplish completing their competencies. This gives student the ability to take responsibility for their leaning.	
Radiologic Technology	2022-2023 PSLO: Students will position patients accurately Students will practice radiation safety following ALARA standards	Imaging Procedures 2 positioning rubric-Students will score 4 or above out of a possible 5 points in the correct position and analysis section. Where 1=poor and 5=excellent. The program scored 4.4 above our benchmark of 4. Clinical Competency Rubric-Students will score 1.75 or above out of a possible 2 points. Where 0=no, 1=somewhat and 2=completely. Properly collimating the x-ray beam. The program scored 1.75 just at our benchmark.	Program Faculty and Program Advisory Board. Program Faculty and Program Advisory Board.	Program faculty will continue to reinforce image critique during clinical rotations, labs at the college and didactic courses. The program will add more open labs if needed. Program faculty will continue to reinforce proper radiation safety measures during clinical rotations, labs at the college and didactic courses. The program will add more open labs if needed.	
Radiologic Technology	2021-2022 Annual program retention rate	Annual report calculation # of graduates/# of students initially enrolled.	74% retention rate. This is slightly below our benchmark of 75%.	The program will continue to use the Radiologic Technology information sessions for prospective students. The program will ask current students to speak to prospective students on the rigors of the program during these sessions. This may help prospective students not committed to the workload involved to be successful in the program, consider a different career choice.	
Social Sciences	https://catalog.middlesex.mass.edu/preview_program.php?	GOV 110 assignment comparing Brazil and Mexico	Students preformed much better on this assignment than ones given in previous years. The reason, the department believes,	Department will assign fewer big in class assignments and allow students to do these at home	2024

	catoid=32&poid=4112&returnto=3000 2020-2021 PSLO: Demonstrate a disposition and capacity to think critically about social, cultural, environmental and political issues and trends from multiple perspectives within a historical and global context		is due to the fact that most students take this at the end of their coursework, it is mostly HPGS majors, and it was not given as an in-class assignment, but rather as take home		
Social Sciences	2018-2019 PSLO: Acquire a broad knowledge of history, economics, government, world cultures, and governmental and non-governmental organizations and international institutions	Students in World History and US History were asked a specific question on their final exams that matched with the program outcome	The US history faculty learned that the question that was asked did not allow the students to answer the question in a way that allows them to be scored on the rubric	The US history faculty would need to work on changing the question in order to see if we can accurately assess the student's knowledge. Since most of the students in these classes are not majors, using program outcomes for students who are general education students might not be where we should focus the energy.	2024
Social Sciences	2022-2023 Other assessment: In AY22-23, the Criminal and Social Justice Program, Paralegal Program, and the Social Science chairs began a two year project to assess how the required program course of American Government, GOV 120, supports program learning outcomes in both the CSJ and Paralegal programs.	We want to explore: Whether and how the GOV 120 course learning outcomes are aligned with CSJ and Paralegal program outcomes Assess how CSJ and Paralegal students are performing in GOV120, i.e. at what level are they meeting course outcomes.	Goals of Assessment Project: Align GOV120 course outcomes with CJS and Paralegal Program Outcomes Develop common rubric to assess GOV120 course learning outcomes and CJS and Paralegal Program Outcomes Develop common assignment for GOV 120 and paralegal and CJS courses	We developed a rubric that aligned the Paralegal, Criminal and Social Justice, and History, Politics, and Global Studies. A signature assignment was also created that can be used across all three programs with very few changes. This will be deployed in 22-23.	2024
Social Sciences	2021-2022 Other assessment: Looked at departmental completion rates disaggregated by race and gender.	Institutional Research	We have lower completion rates by males and by students of color. All students have significantly lower success rates in Asynchronous MM2 courses	We will be changes the types of courses offered to better align with the data from institutional research. We are also going to be more proactive with our students of color and make them aware of the support services here at MCC to see if they will access them more and then show a corresponding increase in completion rates	2024
Theatre	2022-2023 PSLO: Engage in the collaborative and cooperative process of theatre. https://catalog.middlesex.mass.edu/preview_program.php?	Interviews, surveys, video footage of rehearsals, rehearsal and classroom observation and field notes	Faculty	More community-based productions that allow for interaction from semiprofessionals in the field as well as people in the community	2003

	catoid=32&poid=4048&returnto=3000 https://catalog.middlesex.mass.edu/preview_program.php?catoid=32&poid=4082&returnto=3000				
Theatre	2021-2022 PSLO: Demonstrating knowledge of the performing arts in societal and cultural contexts	Focus groups, surveys	Faculty	Discover a community project for the spring musical that will be all inclusive.	2003
Theatre	2020-2021 PSLO: Engage in the collaborative and cooperative process of theatre.	Online experience through covid, support groups, focus groups and continued collaboration during difficult time	Faculty	Engaging more as an online presence, offering classes and support groups, allowed for more candid conversation and comfortability in engagement	2003
Theatre	2019-2020 PSLO: Engage in the collaborative and cooperative process of theatre.	Interviews, focus groups, surveys	Faculty	None	2003

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

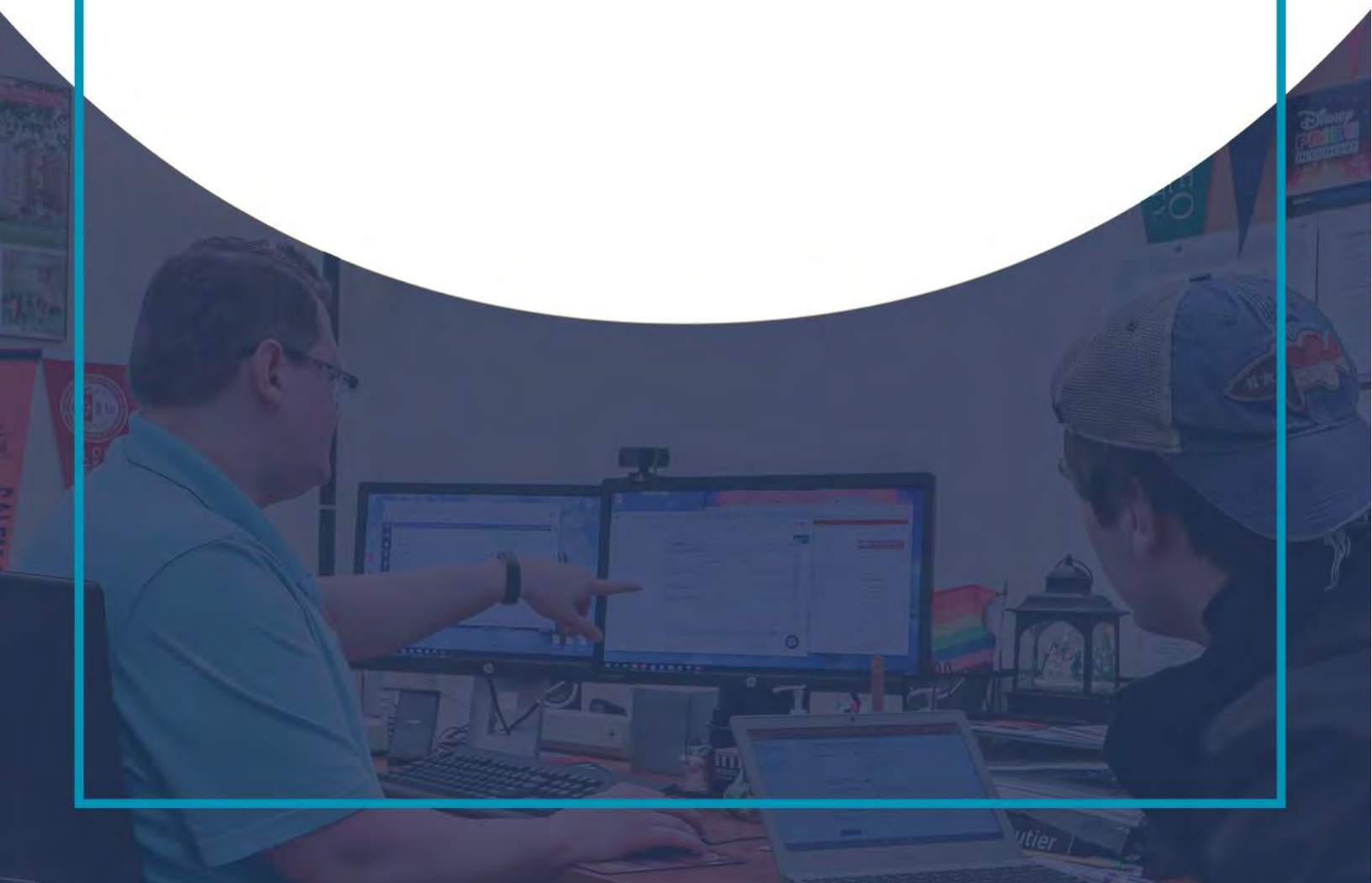
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rate, etc.) *	(5) Date and nature of next scheduled review.
Dental Assisting	2016	Approval without reporting requirements	Completion rate Employment rate	2024-2025
Dental Laboratory Technician	2016	Approval without reporting requirements	Graduation and Employment rates	
Diagnostic Medical Sonography – Joint Review Committee on Education in Diagnostic Medical Sonography through Commission on Accreditation of Allied Health Education Programs			(SPI) Sonography Principles and Instrumentation 100% pass One Specialty Exam (either ABD or OB/Gyn) 100% pass Job Placement: 100% Program Attrition 29%	
Education – NAEYC · National Association for the Education of Young Children	2022	Reaccredited for a term of 2 years Need to realign student competency rubrics more closely with NAEYC professional standards and competencies for early childhood educators Inaccurate alignment with standard 6.	Performance indicator for demonstrating substantial compliance with national professional standards for early childhood education, which was based on reaccreditation self-study report and subsequent site visit	March 2025

		Realign with cognitive demands and skill requirements for standards 1-6		
Medical Assisting Program – The Medical Assisting Education Review Board (MAERB) under The Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2016	C.2. Resources – curriculum The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the MAERB Core Curriculum V.F. Fair Practices - Agreements There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, roles and responsibilities of the sponsor and that entity.	Job Placement results: MAERB Positive Job Placement Threshold: 60%. Credentialing exam outcomes: MAERB Passage Threshold: 60%	Spring 2025 Program reaccreditation
Medical Laboratory Technician – National Accrediting Agency for Clinical Laboratory Sciences	2022	Continuing Accreditation for 10 years Areas of Strength: ✓ Dedicated Program Director and Faculty that are supportive to their students' needs. ✓ Invested in student success both personally and academically, adjusting and modifying to ensure student focus. Current students and graduates indicated a positive learning experience. Ample laboratory space and supplies to ensure student experiences. ✓ Administration is also attuned to faculty and program needs; sharing their excitement and investment in program success. ✓ Advisory board and clinical affiliates engaged in curriculum development and program success. The program provides workforce and needs of the community.	The key performance indicators required by NAACLS and the program are: ✓ Certification Exam Pass Rates ✓ Graduation and Attrition Rates ✓ Placement Rates and Careers	Year Five Interim Report: April 1st, 2026 Self-Study: April 1st, 2031
Medical Laboratory Technician – National Accrediting Agency for Clinical Laboratory Sciences	2019	NAACLS BOARD OF DIRECTORS' ACCREDITATION AWARD The Progress Report from the Medical Laboratory Technician Program of Middlesex Community College in Lowell, Massachusetts addressing Standards II.B and II.C is accepted as satisfactory.	The key performance indicators required by NAACLS and the program are: ✓ Certification Exam Pass Rates ✓ Graduation and Attrition Rates ✓ Placement Rates and Careers	
Medical Laboratory Technician – National Accrediting Agency for Clinical Laboratory Sciences	2017	The Medical Laboratory Technician Program of Middlesex Community College in Lowell, MA is recommended for Initial Accreditation for five (5) years. This initial program must submit a Progress Report documenting compliance with the following Standards in triplicate by April 1, 2019. Standard II.B Outcome Measures ✓ A review of the results of the following outcomes measures from at least the last three active years must be documented, analyzed and used in program assessment and continuous quality improvement of the program to		

		include an annual submission to NAACLS. If outcome measure(s) does/do not meet the stated NAACLS approved benchmarks (see Standards Compliance Guide), then an analysis and action plan must be submitted to correct the deficiency (ies). 1. External certification results 2. Graduation rates 3. Placement rates (i.e., employment positions in the field of study or pursuit of further education) 4. Attrition rates 5. Other (optional): such as results of capstone projects faculty feedback, exit or final examinations, exit interviews with graduates, student and graduate professional leadership, impact of the program on local and regional healthcare, etc. Standard II.C Program Assessment and Modification The results of program outcomes measures and assessment must include findings from graduate and employer feedback and be: 1. Reflected in ongoing curriculum development, resource acquisition/allocation, and program modification. 2. Analyzed to demonstrate the effectiveness of any changes implemented.		
Nursing – Accreditation Commission for Education in Nursing (ACEN)	2022	None	NCLEX pass rate=100% Job placement=98% Program completion=TBD-configured in Oct 2023 (based on new requirements)	2030
Nursing – Mass Board of Registration in Nursing	2022	None	Program completion=98% NCLEX pass rate=100% Job placement=98% Admission rate=98%	2023
Paralegal – American Bar Association (ABA)	2020 Interim	None	None	ABA Reapproval Report due November 2023
Paralegal – American Bar Association (ABA)	2017	Fully in compliance; Suggestions to: (1) Increase electronic legal research access; (2) improve ability to recruit and retain diverse faculty; and (3) implement exit/satisfaction survey to graduates	None	ABA Reapproval Report due November 2023

APPENDIX C:
Financial Statements



MIDDLESEX COMMUNITY COLLEGE

(a Component Unit of the State of Massachusetts)

INDEPENDENT AUDITOR'S REPORTS AS REQUIRED BY THE UNIFORM GUIDANCE AND *GOVERNMENT AUDITING STANDARDS* AND RELATED INFORMATION

JUNE 30, 2023

withum
ADVISORY TAX AUDIT

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Independent Auditor's Reports as Required by the Uniform Guidance and *Government Auditing Standards* and Related Information

June 30, 2023

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INDEPENDENT AUDITOR'S 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 of
Middlesex Community College:

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Middlesex Community College's (a Component Unit of the State 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, 2023. The College's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

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, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); 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* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the College's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the College's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the College's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the College's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the College's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the College's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 the College's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 a 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 Auditor's Responsibilities for the Audit of Compliance paragraph of this section above and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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, 2023. We issued our report thereon dated January 19, 2024, which contained an unmodified opinion on those financial statements. Our audit was performed 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 and is not a required part of the 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 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 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 financial statements as a whole.

Withum Smith + Brown, PC

March 13, 2024

INDEPENDENT AUDITOR'S 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
Middlesex Community College:

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 the business-type activities of Middlesex Community College (the "College") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated January 19, 2024.

Our report includes a reference to other auditors who audited the financial statements of the Middlesex Community College Foundation, the discretely presented component unit of the College, as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Middlesex Community College's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an 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 controls.

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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College'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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

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

Purpose of this Report

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

Wilkum Smith + Brown, PC

January 19, 2024

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2023

	Assistance Listing 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	$ 280,845	$ -
Federal Work-Study Program	84.033	N/A	N/A	85,000	-
Federal Pell Grant Program	84.063	N/A	N/A	5,557,783	-
Federal Direct Student Loans	84.268	N/A	N/A	2,797,873	-
Total Student Financial Assistance Cluster				8,721,501	-
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Student Support Services	84.042	N/A	N/A	295,578	-
Upward Bound Math and Science	84.047M	N/A	N/A	51,811	-
Upward Bound	84.047A	N/A	N/A	249,566	-
Total TRIO Cluster				596,955	-
RESEARCH AND DEVELOPMENT CLUSTER					
National Science Foundation:					
Pass-through Awards:					
Education and Human Resources -- Stokes	47.076	University of Massachusetts	HRD-1202519	21,070	-
Education and Human Resources -- A2M	47.076	Northeastern University	1834045	53,444	-
Mathematical and Physical Sciences	47.049	Northeastern University	502411-78054	20,413	-
Total Research and Development Cluster				94,927	-
NON-CLUSTER					
U.S. Department of Education:					
Direct Awards:					
COVID-19 Higher Education Emergency Relief Fund (HEERF) Student Aid Portion	84.425E	N/A	N/A	2,868,945	-
COVID-19 Education Emergency Relief Fund (HEERF) Institutional Portion	84.425F	N/A	N/A	580,641	-
				3,449,586	-
Asian American and Native American Pacific Islander-Serving Institutions Program	84.382B	N/A	N/A	49,262	-
Overseas Programs - Group Projects Abroad - Fulbright-Hays	84.021	N/A	N/A	83,529	-
Subtotal - Direct Awards				3,582,377	-
Pass-through Awards:					
Adult Education -- Basic Grants to States	84.002	Massachusetts Department of Education	668-006-6-1214-Q	502,665	-
Career and Technical Education -- Basic Grants to States (Perkins IV)	84.048	Massachusetts Department of Education	401	262,844	-
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	84.334	Massachusetts Department of Education	P334S110038	344,000	-
Subtotal - Pass-through Awards				1,109,509	-
U.S. Department of Health and Human Services:					
Public Health Informatics & Technology Workforce Development Program	93.355	University of Massachusetts	S51110000052334	32,572	-
U.S. Department of Housing and Urban Development:					
Direct Awards:					
Community Development Block Grant/Economic Development	14.218	N/A	N/A	14,483	-
Total Non-Cluster				4,738,941	-
Total Federal Funds				$ 14,152,324	$ -

See accompanying notes to the schedule of expenditures of federal awards.

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards

Year Ended June 30, 2023

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Middlesex Community College (the "College") under programs of the Federal Government for the year ended June 30, 2023. 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 Student Loan Programs**

Direct Student Loan Program
The College disbursed $2,797,873 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the College under the program as of June 30, 2023. The College is only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the College's financial statements.

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2023

Section I – Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
• Material weaknesses identified?	_____ yes	__x__ no
• Significant deficiencies identified that are not considered to be material weaknesses?	_____ yes	__x__ no
Noncompliance material to the financial statements noted?	_____ yes	__x__ no

Federal Awards

Type of auditor's report issued on compliance for major programs:	Unmodified	
Internal control over major programs:		
• Material weaknesses identified?	_____ yes	__x__ no
• Significant deficiencies identified that are not considered to be material weaknesses?	_____ yes	__x__ no
Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?	_____ yes	__x__ no

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2023

Identification of Major Programs

Name of Federal Program or Cluster	Assistance Listing 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	**84.268**
Education Stabilization Fund:	
COVID-19 Higher Education Emergency Relief Fund Student Aid Portion	**84.425E**
COVID-19 Higher Education Emergency Relief Fund Institutional Portion	**84.425F**

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as a low-risk auditee? __x__ yes ____ no

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2023

Section II – Financial Statement Findings:

None.

MIDDLESEX COMMUNITY COLLEGE
(a Component Unit of the State of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2023

Section III – Federal Award Findings and Questioned Costs:

None.

Middlesex Community College
Bedford Campus · 591 Springs Road · Bedford, MA 01730-1197 · 781-280-3200
Lowell Campus · 33 Kearney Square · Lowell, MA 01852-1987 · 978-656-3200

Management's Summary Schedule of Prior Audit Findings

Section IV – Management's Summary Schedule of Prior Audit Findings:

The College had a Single Audit performed on the Schedule of Expenditures of Federal Awards for the year ended June 30, 2022. There were no audit findings reported within the Single Audit report.

MIDDLESEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2023

withum
ADVISORY TAX AUDIT

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements and
Management's Discussion and Analysis

June 30, 2023 and 2022

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withum
ADVISORY TAX AUDIT

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Middlesex Community College:

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities of Middlesex Community College (the "College"), as of and for the year ended June 30, 2023 and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, based on our audit and the report of the other auditors, the financial statements of the College and its discretely presented component unit present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the College, as of June 30, 2023, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the Middlesex Community College Foundation, which represent 100 percent of the component unit activity for the year ended June 30, 2023. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component unit, is based solely on the report of the other auditors.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, the College adopted new accounting guidance, GASB Statement Number 96, *Subscription-Based Information Technology Arrangements*. Our opinions are not modified with respect to this matter.

Other Matter

The financial statements of the College as of and for the year ended June 30, 2022, were audited by O'Connor & Drew, P.C., who joined with WithumSmith+Brown, PC on January 1, 2023 and expressed an unmodified opinion on those statements dated October 27, 2022.

As more fully described in Note 2 to the financial statements, the College has adjusted its 2022 financial statements to retrospectively apply the change in accounting principle to adopt GASB Statement Number 96, *Subscription-Based Information Technology Arrangements*. O'Connor & Drew, P.C. reported on the financial statements before the retrospective adjustment.

As part of our audit of the 2023 financial statements, we also audited the adjustments to the 2022 financial statements to retrospectively adopt the change in accounting principle as described in Note 2. In our opinion, such adjustments are appropriate and have been properly applied. We were not engaged to audit, review, or apply any procedures to the College's 2022 financial statements other than with respect to the adjustments and, accordingly, we do not express an opinion or any other form of assurance on the 2022 financial statements as a whole.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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 and *Government Auditing Standards*, 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.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 19, 2024 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.

Withum Smith + Brown, PC

January 19, 2024

MIDDLESEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

Introduction

The following discussion and analysis provide management's view of the financial position of Middlesex Community College (the "College" or "MCC") as of June 30, 2023, 2022 and 2021, and the changes in its financial position for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereon, which are also presented in this document.

The College is an entrepreneurial learning community committed to providing educational programs and services that support personal growth and economic opportunity for MCC's diverse student populations. A public institution of higher education in the Commonwealth of Massachusetts, MCC maintains campuses in Bedford and Lowell. The College offers 89 programs leading to degrees or certificates, as well as 16 noncredit career and professional development certificates serving approximately 11,082 credit-bearing students and 1,353 noncredit students. In addition, the College has more than 40 partnerships with schools and colleges throughout the Merrimack Valley.

The Middlesex Community College Foundation (the "Foundation") is a legally separate tax-exempt component unit of Middlesex Community College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. Although the College does not control the timing or the number 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. Because these resources held by the Foundation can only be used for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Management's discussion and analysis focuses on the College, not its component unit.

Financial Highlights

- As of the close of the fiscal year, June 30, 2023, the College's financial position is good. The College's final state maintenance appropriation for FY2023, FY2022 and FY2021 was $29.47 million, $28.46 million and $26.60 million, respectively.
- For FY2023, the mandatory per credit cost of education was $252 per credit. This is stable from FY2022. The Student Success Fund was funded at $1.50 million in FY2023 as it was in FY2022.

Financial Highlights - Continued

- The College's total operating expenses from restricted and unrestricted funds totaled $70.53 million, $73.43 million, and $62.77 million in FY2023, FY2022 and FY2021, respectively. This overall decrease in expenses from FY2023 to FY2022 is directly attributable to the student debt forgiveness in FY2022 in the amount of $4.20 million.

- There were no material deviations from the approved budget and final expenditures and all records were in order and maintained in accordance with trust fund guidelines.

- Total credits generated in FY2023 were 109,213 which is a slight increase from the FY2022 total of 108,865. The FY2022 total decreased 6% from the FY2021 total of 116,582.

- Consistent with the College's strategic plan, investment continued in technology and physical plant. Technology investment projects totaled $2.63 million including life cycle management, equipment upgrades, and continued software updates and maintenance.

- Physical plant renovations not being capitalized, including improvements and adaptation, and renewal projects totaled $1.19 million. This includes life safety improvements and various deferred maintenance projects, including the continued refreshing of some classrooms.

- The effect of the Government Accounting Standards Board ("GASB") pension and Other Postemployment Benefits ("OPEB") credits on the operating statement for FY2023 and FY2022 was a reduction in expenses of $6.87 million and $6.38 million respectively. These expenses flow through the operating expenses due to actuarial changes to reduce the liability.

- The College received additional Higher Education Emergency Relief Funds ("HEERF") in FY2020 and FY2021. There were two buckets of funds awarded; funds for students to help them in the transition to remote learning and expenses associated with moving to a remote environment, and institutional support utilized for online course development and technology equipment.

Amounts awarded in FY2020 and FY2021 are below:

	Student	Institutional
HEERF I	$ 1,852,172	$ 1,852,171
HEERF II	1,852,172	5,995,700
HEERF III	6,917,007	6,732,520
Total awarded	$ 10,621,351	$ 14,580,391

Financial Highlights - Continued

- In FY21, the College recouped $6.51 million out of the institutional funds for the revenue the College lost as a result of COVID-19.
- The College was also awarded funds through the Governor's Emergency Education Relief ("GEER") Fund for both student and institutional support. For FY2021 the amount awarded was $0.21 million.
- Due to COVID-19, in July 2021 the College used $4.20 million for the student account forgiveness using HEERF institutional funds.
- In FY2023 the College used the remainder of these funds for PPE supplies, technology upgrades, and student support.

Overview of the Financial Statements

The College's financial statements are comprised of two primary components: (1) the financial statements and (2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the College's finances and are comprised of three basic statements.

The *statements of net position* present information on all of the College's assets and liabilities, with the difference between the two reported as net position. 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.

The *statements of revenues, expenses and changes in net position* present information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the payment for accrued for compensated absences, or the receipt of amounts due from students and other for services rendered).

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

Overview of the Financial Statements - Continued

The Financial Statements - continued

The College reports its activity as a business type activity using the economic resources measurement focus and full accrual basis of accounting. The College is part of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position and cash flows are included in the Commonwealth's Comprehensive Annual Financial Report.

In FY2022, GASB Statement Number 87, *Accounting and Financial Reporting for Leases* was implemented. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset representation. The lease liability and intangible right of use asset are now showing on the financial statements of the College.

In FY2023, GASB Statement Number 96, *Accounting and Financial Reporting for Subscription Based Information Technology Arrangements (SBITA)* was implemented. It establishes a single model for SBITA accounting based on the foundational principle that SBITA's are financings of the right to use an intangible subscription asset and a corresponding subscription liability. Both the SBITA asset and corresponding liability are now showing on the financial statements of the College.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements.

Financial Analysis

Net position may serve over time as a useful indicator of the College's financial position. For FY2023, FY2022 and FY2021, MCC's assets exceeded liabilities by $93.84 million, $79.33 million and $66.62 million, respectively. This decrease in liabilities was mainly due to the reduction of the OPEB liability and deferred inflows, plus the increase in short-term and long-term investments.

By far, the largest portion of the College's net position reflects its investment in capital assets (e.g., land, building, machinery, and equipment), less any related debt financing used to acquire those assets that is still outstanding. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending.

Financial Analysis – Continued

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. Also, in addition to the debt noted above, which is reflected in the College's financial statements, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

Following is a condensed summary of net position:

	2023	(Restated) 2022	2021
Current Assets	$ 59,077,173	$ 50,868,644	$ 45,729,632
Capital Assets	59,844,876	60,547,174	54,279,035
Noncurrent Assets	12,037,914	10,864,500	12,991,619
Total Assets	130,959,963	122,280,318	113,000,286
Deferred Outflows	2,852,757	4,132,784	2,489,782
Total Assets and Deferred Outflows	133,812,720	126,413,102	115,490,068
Current Liabilities	15,394,427	12,897,486	13,676,713
Noncurrent Liabilities	11,748,242	17,660,439	15,772,396
Total Liabilities	27,142,669	30,557,925	29,449,109
Deferred Inflows	12,833,468	16,520,666	19,418,564
Total Liabilities and Deferred Inflows	39,976,137	47,078,591	48,867,673
Net Position:			
Net Investment in Capital Assets	56,014,423	55,103,600	53,615,999
Restricted, Expendable	1,140,248	1,266,203	1,298,522
Unrestricted, Expendable	16,065,360	12,067,447	14,068,010
GASB Pension, OPEB, and Comp. Absences	(37,215,665)	(29,423,603)	(35,878,361)
Designations - Capital Projects	23,996,871	20,298,649	17,993,056
Undesignated	33,835,346	20,022,215	15,525,169
Total Unrestricted	36,681,912	22,964,708	11,707,874
Total Net Position	$ 93,836,583	$ 79,334,511	$ 66,622,395

Financial Analysis - Continued

Capital Assets

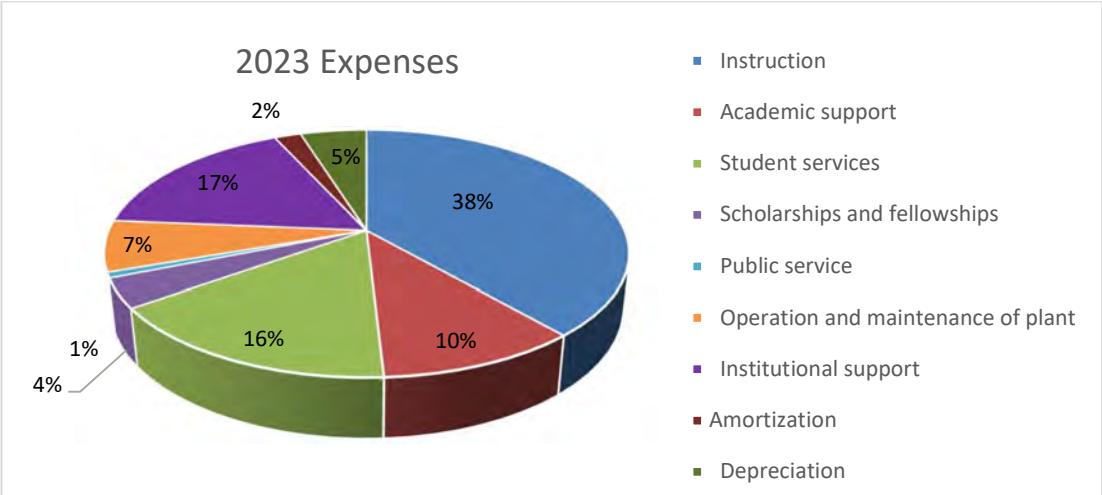
The College's investment in capital assets as of June 30, 2023, 2022 and 2021 amounts to $56.01 million, $55.10 million and $53.62 million, respectively, net of accumulated depreciation and amortization. This investment in capital assets includes land, building (including improvements), capital leases and furnishings and equipment. Capital assets decreased during the year by 1% or approximately $0.70 million due to an investment in capital assets of $4.38 million, which was offset by depreciation and amortization expense of $4.82 million and retirements of certain assets of $0.30 million. The VA Parking Lot project was completed for an approximate cost of $1.33 million and the Derby Building elevator project was completed for an approximate cost of $0.60 million in FY2023.

Liabilities and Debt

In addition to accruals for compensated absences and workers compensation, the College carries long-term debt for revenue bonds issued. The accrual for compensated absences consists of sick and vacation pay relating to employees on the College's payroll. As of June 30, 2023, the College paid off all remaining debt obligations. As of June 30, 2022, and 2021 the College had bonds payable amounting to $0.17 million and $0.66 million, respectively.

Revenues, Expenses, and Changes in Net Position

The following is a summary of the College's expenses using the Functional Classification Format.



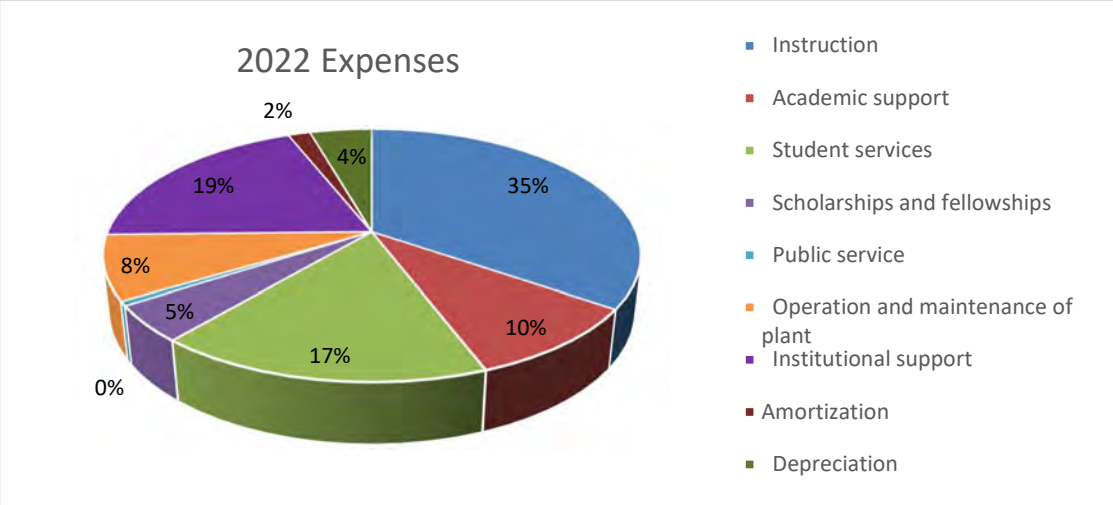
MIDDLESEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

Financial Analysis - Continued

Revenues, Expenses, and Changes in Net Position – Continued



The following is a summary of the College's expenses using the Natural Classification Format.

	2023	(Restated) 2022	2021
Compensation and benefits	$ 43,643,818	$ 42,764,670	$ 43,245,414
Supplies and services	19,353,571	22,483,607	13,817,213
Depreciation and amortization	4,819,429	4,776,145	3,402,039
Scholarships and fellowships	2,710,528	3,404,520	2,303,514
	$ 70,527,346	$ 73,428,942	$ 62,768,180

The expenditures in FY2021 were directly attributable to COVID, in that the College spent less and was able to cover many of its costs with HEERF funding. In FY2022 expenditures increased as the College returned to a normal course of business, and it also provided $4.20 million of student debt forgiveness. The debt forgiveness similarly explains the decrease in expenses from FY2022 to FY2023. Additionally, $1.33 million of expense was capitalized in FY2023 for the VA parking lot, and the College gave out approximately $0.70 million less in scholarships.

Financial Analysis - Continued

Revenues, Expenses, and Changes in Net Position - Continued

Highlights of revenue activity for FY2023 include:

- Total operating revenue increased from $36.40 million to $37.11 million, primarily due to the increase in other revenues, namely $0.80 million of collections written off in prior years.

- Grants and contracts, exclusive of state and federal financial aid awards (e.g., Pell, SEOG, Mass Grants) received by the College for FY2023, FY2022 and FY2021 totaled approximately $7.50 million, $6.80 million and $6.40 million, respectively.

Major grants and contracts for the year include the following:

- The College was awarded a Title III grant in FY2017. This grant was written in order to improve overall student persistence, retention, and completion outcomes. This will occur through two primary components to improve the student experience and academic performance by harnessing the College's technology infrastructure and how information is used in service to student success overall. In FY2019, a Financial Literacy component was added to the grant for the purpose of providing students with instruction in personal financial literacy, knowledge of higher education financing and repayments, and other skills aimed at building personal financial understanding and responsibility. In FY2022 and FY2021 $0.42 million and $0.48 million respectively, was spent in total on Title III. The grant expired on September 30, 2023.

- In 2016, Middlesex Community College was awarded a five-year Asian American and Native American Pacific Islander-Serving Institution ("AANAPISI") grant by the U.S. Department of Education. The mission of the Asian American Student Advancement Program is to offer a holistic support system with a dedicated staff that advises, mentors and provides leadership development opportunities for Asian American students. The grant ended on September 30, 2022. Total funds spent in FY2023, FY2022 and FY2021 were $0.05 million, $0.42 million and $0.36 million, respectively. A new 5-year grant in the amount of $1.70 million dollars was awarded in FY2023 covering the period of 10/1/2022 – 09/30/2027. In FY2023 the expenses amounted to $0.14 million.

- The Talent Search Program exposes students to higher education opportunities and provides information and assistance with the college application process, emphasizing academic advising, college visits, life skills, test taking skills and college prep workshops. The total funds spent on this grant in FY2023, FY2022 and FY2021 were $0.34 million, $0.36 million and $0.39 million, respectively.

Financial Analysis – Continued

Revenues, Expenses, and Changes in Net Position - Continued

Major grants and contracts for the year include the following:

- The TRIO Student Success Program serves approximately 200 low income and first-generation college students and individuals with disabilities. This program assists students with course selection, academic planning, and career decision-making. The total funds spent on this program in FY2023, FY2022 and FY2021 were $0.36 million, $0.34 million and $0.29 million, respectively.

- The Gear Up Program is a program designed to give low-income students the skills, encouragement and preparation needed to pursue post-secondary education. It also strengthens academic programs and student services at participating schools. Gear Up has strong objectives that align to the public schools' adequate yearly progress ("AYP"), as required by the federal No Child Left Behind Act. Total expenses for FY2023, FY2022 and FY2021 were $0.34 million, $0.33 million and $0.32 million, respectively.

Highlights of expense activity include:

- The fringe benefit rate for College employees changed from 39.43% to 41.35%. The net increase of $0.33 million in the fringe expense across all spending categories is a result of an increase in the state fringe rate.

- Overall operating expenses decreased by $2.90 million in FY2023 from FY2022. The main driver behind this is the $4.20 million student debt forgiveness in FY2022, offset by $2.61 million of bad debt expense in FY2023, as well as normal cost of living increases in compensation.

Financial Analysis – Continued

Revenues, Expenses, and Changes in Net Position - Continued

Following is a condensed summary of changes in net position:

	2023	(Restated) 2022	2021
Operating Revenues:			
Net student fees	19,552,822	19,194,630	19,843,246
Federal, state, local and private grants and contracts	16,122,545	16,011,766	16,111,120
Other auxiliary enterprises	78,546	128,778	116,821
Other sources	1,360,118	1,060,495	1,252,191
Total Operating Revenues	37,114,031	36,395,669	37,323,378
Operating Expenses:			
Instruction	27,326,006	25,468,253	24,526,298
Academic support	7,441,884	7,057,065	6,425,767
Student services	11,320,742	12,506,023	11,856,003
Scholarships and fellowships	2,710,528	3,404,520	2,303,514
Public service	504,778	415,375	164,487
Operation and maintenance of plant	4,723,927	5,575,946	3,910,173
Institutional support	11,680,052	14,225,615	10,179,899
Right of use asset amortization expense	1,377,256	1,503,869	2,372,290
Depreciation and amortization	3,442,173	3,272,276	1,029,749
Total Operating Expenses	70,527,346	73,428,942	62,768,180
Operating Loss	(33,413,315)	(37,033,273)	(25,444,802)
Non-Operating Revenues (Expenses):			
State appropriations - unrestricted	39,172,186	37,650,188	35,777,812
Federal grants (HEERF funding)	3,449,586	10,953,015	9,109,970
Net investment income (expense)	2,000,134	(2,071,247)	1,887,797
Interest expense	(189,253)	(234,193)	(122,219)
Payments between the College and the Foundation	108,185	114,156	77,732
Net Non-Operating Revenues (Expenses)	44,540,838	46,411,919	46,731,092
Change in Net Position before Capital Appropriations	11,127,523	9,378,646	21,286,290
Capital appropriations	3,374,549	3,298,306	1,582,910
Change in Net Position	14,502,072	12,676,952	22,869,200
Net Position, Beginning of Year	79,334,511	66,657,559	43,788,359
Net Position, End of Year	$ 93,836,583	$ 79,334,511	$ 66,657,559

Financial Analysis – Continued

Revenues, Expenses, and Changes in Net Position - Continued

Non-operating revenues from the Commonwealth, exclusive of fringe benefits, totaled $29.48 million in unrestricted appropriations in FY2023, $28.46 million in unrestricted appropriations in FY2022 and $27.25 million in unrestricted appropriations in FY2021. The $28.46 million in FY2022 includes $0.19 million in retained, out-of-state tuition in addition to the state maintenance appropriation.

The fringe benefit rate increased from 39.43% in FY2022 to 41.35% in FY2023. The Commonwealth's fringe benefit amount for full time employees on the state payroll was $9.70 million in FY2023, $9.37 million in FY2022 and $8.77 million in FY2021. These funds are appropriated to the State Treasurer's office for the benefit of the College for employees funded by the state maintenance appropriation. The College must budget and expense the cost of fringe benefits for all College employees funded from local trust funds. The expense of these funds is allocated among the functional expense classifications.

Net investment income (expense) was $2.0 million, ($2.07) million and $1.89 million in FY2023, FY2022 and FY2021, respectively. This increase was due to the market rebounding after a tough FY2022. The market value of the College's equity mutual funds was $7.72 million in FY2023, $6.54 million in FY2022, and $7.89 million in FY2021.

Additional Information

The College contributes some of its personnel's time and its resources through the fiscal year to support the Foundation and the Lowell Middlesex Academy Charter School. These contributed services are shown below for FY2023, FY2022 and FY2021:

	2023	2022	2021
• Foundation	$ 302,192	$ 309,346	$ 254,783
• Charter School	$ 157,979	$ 151,254	$ 166,255

The cost of education for FY2023 was flat at $252 per credit and enrollments were up by 1%.

Additional Information – Continued

The Massachusetts Community College Council/Massachusetts Teachers Association representing the Adjunct Faculty have a Division of Continuing Education ("DCE") agreement in place for the period of June 1, 2018 through August 31, 2020. This contract was settled and paid out in FY2022.

The Massachusetts Community College Council ("MCCC") representing the Full-Time and Part-Time Day Faculty and Professional Staff at the community colleges have an agreement in place for the period June 1, 2018 through June 30, 2021. In FY2023, these negotiations were still in progress.

The American Federation of State and County and Municipal Employees ("AFSCME") representing the Support Staff of the state and community colleges have an agreement in place for the period of July 1, 2017 through June 30, 2020. This contract was settled and paid out in FY2022.

As a result of COVID, the College had to pivot and move more courses online. Since then, Middlesex Community College's course offerings are roughly 50% online/hybrid and 50% on campus.

Designations

Middlesex Community College has $24 million dollars designated for major capital projects and other areas of need. Two designations are for academic programs for use in FY2024; $3.50 million to support the expansion of the biotech program in Henderson Hall and $3.00 million for renovations in the Derby building for the new LPN program. There is also another $2.00 million designated for a STEM Lab refresh.

The College has designated $2.00 million of the unrestricted net position for an Emergency Campus Facility Fund ($1.00 million for each campus), $2.50 million for accessibility, and another $2.50 million for technology. All of the spending related to these items is budgeted in the operating budget, but the designations are placeholders to ensure the College can pivot in a time of need.

Finally, the College has designations in place to support its students and strategic plan. As of the close of FY2023, there was $5.50 million for Strategic Student Support, $1.50 million for MCC Student Success Funds, and an additional $1.50 million for the College's Strategic Plan initiatives.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Vice President of Finance/CFO, Middlesex Community College, 591 Springs Road, Bedford, Massachusetts, 01730.

MIDDLESEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2023

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2023 and 2022

Assets and Deferred Outflows of Resources

	2023 Middlesex Community College	(Restated) 2022 Middlesex Community College
Current Assets:		
Cash and equivalents	**$ 51,369,154**	$ 45,166,453
Cash held by State Treasurer	**2,324,326**	1,882,606
Short-term investments	**3,197,435**	1,129,614
Accounts and other receivables, net	**1,934,904**	2,658,082
Prepaid expenses	**-**	4,108
Due from related party	**251,354**	27,781
Total Current Assets	**59,077,173**	50,868,644
Non-Current Assets:		
Long-term investments	**12,037,914**	10,864,500
Capital assets, net	**59,844,876**	60,547,174
Total Non-Current Assets	**71,882,790**	71,411,674
Total Assets	**130,959,963**	122,280,318
Deferred Outflows of Resources:		
Deferred outflows related to pension plan	**1,036,231**	1,507,308
Deferred outflows related to OPEB	**1,816,526**	2,625,476
Total Deferred Outflows of Resources	**2,852,757**	4,132,784
Total Assets and Deferred Outflows of Resources	**$ 133,812,720**	$ 126,413,102

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2023 and 2022

Liabilities, Deferred Inflows of Resources and Net Position

	2023 Middlesex Community College	(Restated) 2022 Middlesex Community College
Current Liabilities:		
Accounts payable and accrued liabilities	**$ 4,526,099**	$ 4,266,370
Accrued payroll	**2,649,176**	1,996,301
Accrued compensated absences and workers' compensation	**3,038,423**	3,218,360
Students' deposits and unearned revenues	**3,836,963**	1,815,958
Current portion of SBITA liability	**479,581**	442,303
Current portion of lease liability	**864,185**	990,145
Current portion of bonds payable	**-**	168,049
Total Current Liabilities	**15,394,427**	12,897,486
Non-Current Liabilities:		
Accrued compensated absences and workers' compensation	**2,171,733**	2,268,239
SBITA liability	**1,754,486**	2,111,834
Lease liability	**732,201**	1,731,243
Net pension liability	**3,139,186**	4,190,892
Net OPEB liability	**3,950,636**	7,358,231
Total Non-Current Liabilities	**11,748,242**	17,660,439
Total Liabilities	**27,142,669**	30,557,925
Deferred Inflows of Resources:		
Deferred inflows related to pension plan	**2,999,624**	4,508,377
Deferred inflows related to OPEB	**9,833,844**	12,012,289
Total Deferred Inflows of Resources	**12,833,468**	16,520,666
Total Liabilities and Deferred Inflows of Resources	**39,976,137**	47,078,591
Net Position:		
Net investment in capital assets	**56,014,423**	55,103,600
Restricted:		
Expendable	**1,140,248**	1,266,203
Unrestricted	**36,681,912**	22,964,708
Total Net Position	**93,836,583**	79,334,511
Total Liabilities, Deferred Inflows of Resources and Net Position	**$ 133,812,720**	$ 126,413,102

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses

For the Years Ended June 30, 2023 and 2022

	2023 Middlesex Community College	(Restated) 2022 Middlesex Community College
Operating Revenues:		
Tuition and fees	**$ 27,844,014**	$ 27,186,022
Less: scholarship allowances	**(8,291,192)**	(7,991,392)
Net student fees	**19,552,822**	19,194,630
Federal, state, local and private grants and contracts	**16,122,545**	16,011,766
Other auxiliary enterprises	**78,546**	128,778
Other sources	**1,360,118**	1,060,495
Total Operating Revenues	**37,114,031**	36,395,669
Operating Expenses:		
Instruction	**27,326,006**	25,468,253
Academic support	**7,441,884**	7,057,065
Student services	**11,320,742**	12,506,023
Scholarships and fellowships	**2,710,528**	3,404,520
Public service	**504,778**	415,375
Operation and maintenance of plant	**4,723,927**	5,575,946
Institutional support	**11,680,052**	14,225,615
Depreciation and amortization	**4,819,429**	4,776,145
Total Operating Expenses	**70,527,346**	73,428,942
Operating Loss	**(33,413,315)**	(37,033,273)
Non-Operating Revenues (Expenses):		
State appropriations - unrestricted	**39,172,186**	37,650,188
Federal grants (HEERF funding)	**3,449,586**	10,953,015
Net investment income (expense)	**2,000,134**	(2,071,247)
Interest expense	**(189,253)**	(234,193)
Payments between the College and the Foundation	**108,185**	114,156
Net Non-Operating Revenues	**44,540,838**	46,411,919
Change in Net Position before Capital Appropriations	**11,127,523**	9,378,646
Capital appropriations	**3,374,549**	3,298,306
Change in Net Position	**$ 14,502,072**	$ 12,676,952

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Changes in Net Position

For the Years Ended June 30, 2023 and 2022

	Net Investment in Capital Assets	Restricted Expendable	Unrestricted Net Position	Total
Balance at June 30, 2021	**$ 53,651,163**	**$ 1,298,522**	**$ 11,707,874**	**$ 66,657,559**
Changes in net position, as restated	1,452,437	(32,319)	11,256,834	12,676,952
Balance at June 30, 2022, as restated	**55,103,600**	**1,266,203**	**22,964,708**	**79,334,511**
Changes in net position	910,823	(125,955)	13,717,204	14,502,072
Balance at June 30, 2023	**$ 56,014,423**	**$ 1,140,248**	**$ 36,681,912**	**$ 93,836,583**

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	2023	(Restated) 2022
Cash Flows from Operating Activities:		
Tuition and fees	**$ 23,191,966**	$ 20,688,617
Grants and contracts	**16,353,793**	13,995,663
Payments to suppliers	**(18,945,052)**	(11,881,321)
Payments to employees	**(41,701,837)**	(49,498,684)
Payments to students	**(2,710,528)**	(3,404,520)
Income from contract services	**78,546**	128,778
Other cash receipts	**1,131,544**	719,967
Net Cash Applied to Operating Activities	**(22,601,568)**	(29,251,500)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	**29,474,275**	28,463,066
Payments from (to) Foundation	**108,185**	114,156
Tuition remitted to state	**-**	(185,929)
Federal grants (HEERF funding)	**3,449,586**	10,953,015
Net Cash Provided by Non-Capital Financing Activities	**33,032,046**	39,344,308
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	**(886,538)**	(1,104,711)
Principal paid on SBITAs	**(442,304)**	(342,201)
Principal paid on leases	**(858,812)**	(988,377)
Principal paid on bond payable	**(168,049)**	(494,987)
Interest paid on bond payable, leases, and SBITAs	**(189,253)**	(234,193)
Net Cash Applied to Capital Financing Activities	**(2,544,956)**	(3,164,469)
Cash Flows from Investing Activities:		
Proceeds from sales and maturities of investments	**4,627,962**	1,125,955
Purchases of investments	**(6,938,987)**	(1,141,525)
Interest on investments	**1,069,924**	65,119
Net Cash (Applied to) Provided by Investing Activities	**(1,241,101)**	49,549
Net Increase in Cash and Equivalents	**6,644,421**	6,977,888
Cash and Equivalents, Beginning of Year	**47,049,059**	40,071,171
Cash and Equivalents, End of Year	**$ 53,693,480**	$ 47,049,059

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	2023	(Restated) 2022
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	**$ (33,413,315)**	$ (37,033,273)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation and amortization	**4,819,429**	4,776,145
Net pension activity	**(2,089,382)**	(2,299,154)
Net OPEB activity	**(4,777,090)**	(4,083,185)
Bad debt expense	**2,130,183**	205,961
Fringe benefits provided by the state	**9,697,911**	9,373,051
Changes in assets and liabilities:		
Accounts receivable, net	**(1,407,005)**	1,670,202
Prepaid expenses	**4,108**	(3,183)
Due from related party	**(223,573)**	(27,781)
Accounts payable and accrued liabilities	**259,729**	752,512
Accrued payroll and compensated absences	**376,432**	(351,675)
Students' deposits and unearned revenues	**2,021,005**	(2,224,426)
Due to related party	**-**	(6,694)
Net Cash Applied to Operating Activities	**$ (22,601,568)**	$ (29,251,500)
Non-Cash Transactions:		
Fringe benefits provided by the state	**$ 9,697,911**	$ 9,373,051
Capital assets acquired through capital appropriations	**$ 3,374,549**	$ 3,298,306
Capital assets acquired through leases	**$ -**	$ 730,903
Capital assets acquired through SBITAs	**$ 122,234**	$ -
Unrealized gains (losses) on investments	**$ 930,210**	$ (2,136,366)
Capital assets retired through leases	**$ 266,190**	$ -
Cash and Equivalents, End of Year:		
Cash and equivalents	**$ 51,369,154**	$ 45,166,453
Cash held by State Treasurer	**2,324,326**	1,882,606
Total	**$ 53,693,480**	$ 47,049,059

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Financial Position (Component Unit)

June 30, 2023 and 2022

Assets

	2023 Middlesex Community College Foundation	2022 Middlesex Community College Foundation
Current Assets:		
Cash and equivalents	**$ 1,815,350**	$ 1,955,912
Short-term investments	**6,463,211**	5,440,248
Accounts and other receivables, net	**342,228**	38,240
Other current assets	**29,804**	29,804
Total Current Assets	**8,650,593**	7,464,204
Other Assets:		
Accounts receivable, non-current	**7,438**	6,425
Long-term investments	**200,000**	200,000
Operating lease assets	**1,160,735**	1,368,628
Capital assets, net of accumulated depreciation	**51,879**	35,015
Total Other Assets	**1,420,052**	1,610,068
Total Assets	**$ 10,070,645**	$ 9,074,272

Liabilities and Net Assets

Current Liabilities:		
Accounts payable	**$ 25,880**	$ 11,218
Due to related party	**251,354**	27,781
Operating lease liabilities, current portion	**196,936**	186,776
Unearned revenues	**5,030**	4,883
Total Current Liabilities	**479,200**	230,658
Other Liability:		
Operating lease liabilities, non-current	**1,046,578**	1,243,514
Total Liabilities	**1,525,778**	1,474,172
Net Assets:		
Without Donor Restrictions:		
Undesignated	**2,264,984**	1,402,969
Board designated	**532,002**	603,570
Total Without Donor Restrictions	**2,796,986**	2,006,539
With Donor Restrictions:		
Purpose and time restrictions	**5,547,881**	5,393,561
Perpetual in nature	**200,000**	200,000
Total Without Donor Restrictions	**5,747,881**	5,593,561
Total Net Assets	**8,544,867**	7,600,100
Total Liabilities and Net Assets	**$ 10,070,645**	$ 9,074,272

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Activities and Changes in Net Assets (Component Unit)

For the Years Ended June 30, 2023 and 2022

	2023 Middlesex Community College Foundation	2022 Middlesex Community College Foundation
Revenues:		
Contributions of cash and other financial assets	**$ 1,392,109**	$ 599,078
Contributions of nonfinancial assets	**328,084**	331,271
Fundraising income - special events	**184,885**	114,850
Investment income (loss)	**438,432**	(901,927)
License and usage income	**278,108**	232,086
Other revenue	**-**	296,585
Total Revenues	**2,621,618**	671,943
Expenses:		
Program Services:		
Scholarships	**255,240**	205,204
Services and support:		
Grants	**334,591**	142,993
Middlesex/student emergency fund	**34,548**	39,329
Contributed services	**302,192**	309,346
Operating	**35,486**	18,749
Total Program Services	**962,057**	715,621
General and Administrative:		
Depreciation	**1,031**	15,845
Lease expense	**243,538**	248,657
Other administrative costs	**153,388**	98,078
Total General and Administrative	**397,957**	362,580
Fundraising:		
Cost of special events	**253,068**	173,210
Other fundraising expenses	**63,769**	92,093
Total Fundraising	**316,837**	265,303
Change in Net Assets	**944,767**	(671,561)
Net Assets, Beginning of Year	**7,600,100**	8,271,661
Net Assets, End of Year	**$ 8,544,867**	$ 7,600,100

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2023 and 2022

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

Organization

Middlesex Community College (the "College") is one of the largest community colleges in the Commonwealth of Massachusetts (the "Commonwealth") and serves the largest county in the Commonwealth with campuses in urban Lowell and suburban Bedford. The College's mission is to provide educational, occupational, and cultural opportunities for an academically, economically and culturally diverse population. The College offers 105 associate degree and certificate programs to 11,082 credit and 1,353 noncredit students. The College is involved in numerous community partnership programs and more than 40 different partnerships with schools and colleges throughout the Merrimack Valley. The College also provides comprehensive, customized training, consulting, and technical assistance programs to area businesses. The College is accredited by the New England Commission of Higher Education.

COVID-19

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus ("COVID-19") as a pandemic. In response to the pandemic, the Federal government provided to the College the Higher Education Emergency Relief Funds ("HEERF") and funds for the Strengthening Institution Program ("SIP") under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA"), and American Rescue Plan Act ("ARPA"). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus.

The College has been awarded the following HEERF and SIP funds as of June 30, 2023:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ 1,852,172	$ 1,852,171	$ 15,058	$ 3,719,401
CRRSAA	1,852,172	5,995,700	28,972	7,876,844
ARPA	6,917,007	6,732,520	49,994	13,699,521
Total	$ 10,621,351	$ 14,580,391	$ 94,024	$ 25,295,766

The College has recognized the following as non-operating Federal grants for the years ended June 30, 2023 and 2022.

For the Year Ended June 30, 2023	Student Aid Award	Institutional Award	Strengthening Institutions Program	Total
CARES	**$ -**	**$ -**	**$ -**	**$ -**
CRRSAA	**-**	**45,000**	**-**	**45,000**
ARPA	**2,868,945**	**535,641**	**-**	**3,404,586**
Total	**$ 2,868,945**	**$ 580,641**	**$ -**	**$ 3,449,586**

For the Year Ended June 30, 2022	Student Aid Award	Institutional Award	Strengthening Institutions Program	Total
CARES	$ -	$ -	$ -	$ -
CRRSAA	162,922	692,896	28,972	884,790
ARPA	4,048,062	5,970,169	49,994	10,068,225
Total	$ 4,210,984	$ 6,663,065	$ 78,966	$ 10,953,015

In April 2023, the Department of Education extended all HEERF funds deadlines to be spent by June 2023. In June 2023, the College applied for and received an extension to spend all HEERF institutional funds by June 30, 2024. As of June 30, 2023, the College has approximately $181,000 left to expend.

Basis of Presentation

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

Middlesex Community College Foundation's (the "Foundation") financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board ("FASB"). As such, certain revenue recognition and lease criteria and presentation features are different from GASB revenue and lease recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function.

Items not meeting the definition of program revenues are instead reported as general revenue. The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis; basic financial statements, including the College's discretely presented component unit, the Foundation; and required supplementary information. The College presents statements of net position, revenues and expenses, changes in net position and cash flows on a combined College-wide basis.

The College's policies for defining operating activities in the statements of revenues and expenses are 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 in accordance with GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis - for Public Colleges and Universities.* These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income and interest expense.

The Middlesex Community College Foundation, Inc. (the "Foundation"), a component unit of the College, was formed in 1987 to render financial assistance and to support the educational programs and development of the College. The Foundation is legally separate from the College, and the College is not financially accountable for the Foundation. The Foundation has been included within these financial statements because of the nature and significance of its relationship with the College. The Foundation is located at the College's Bedford Campus. Complete financial statements for the Foundation can be obtained from Middlesex Community College Foundation, Inc., P.O. Box 8681, Lowell, MA 01853.

During the years ended June 30, 2023 and 2022, the Foundation distributed $108,185 and $114,156, respectively to the College for both restricted and unrestricted purposes.

Net Position
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, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

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

Unrestricted: Net position that is not subject to externally imposed stipulations or categorized as net investment in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents
The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less, and cash and deposits held by state agencies on behalf of the College to be cash equivalents.

Allowance for Doubtful Accounts
Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Investments
Investments in marketable securities are stated at fair value. The College has no donor-restricted endowments at June 30, 2023 and 2022.

Capital Assets

Real estate assets, including improvements, are generally stated at cost at date of acquisition. Furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the Commonwealth's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Interest costs on debt related to capital assets were capitalized during the construction period for projects before July 1, 2021. Beginning on July 1, 2021, interest on debt costs on debt related to capital assets were expensed during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives which range from 2 to 40 years. Leased and subscription-based information technology arrangement assets are amortized over the shorter of the lease/subscription term or useful life of the underlying asset. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are expensed. The College does not hold collections of historical treasures, works of art or other items not requiring capitalization or depreciation.

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.

Postemployment Benefits Other Than Pensions ("OPEB")

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

Compensated Absences
Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2023 and 2022. The accrued sick leave balance represents 20% of amounts earned by those employees with, or expected to have, ten or more years of Commonwealth service at June 30, 2023 and 2022. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Students' Deposits and Unearned Revenue
Student deposits and unearned revenue consist primarily of deposits and advance payments received for tuition and fees related to certain summer programs, and the following academic year, and are recorded as revenues when earned.

Student Fees
Student tuition and fees are presented net of scholarships and fellowships. Certain other scholarships are paid directly to the student and are generally reflected as expenses.

Tax Status
The College is a governmental component unit of the Commonwealth and is therefore exempt from income taxes under Section 115 of the Internal Revenue Code.

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

New Governmental Accounting Pronouncements

GASB Statement 100 – *Accounting Changes and Error Corrections – an amendment of GASB 62* is effective for reporting periods beginning after June 15, 2023. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors.

GASB Statement 101 – *Compensated Absences* is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

Management has not completed its review of the requirements of these standards and their applicability.

Note 2 - Implementation of Newly Effective Accounting Standard

As of July 1, 2021, the College implemented GASB 96, *Subscription-Based Information Technology Arrangements (SBITAs)*. GASB 96 enhances the consistency for SBITA activities and establishes the requirement to recognize a right to use asset and liability for SBITAs.

There was no change to net position as of July 1, 2021, upon the implementation of GASB 96, since the adjustment for the right to use assets - SBITAs of $2,896,338 was completely offset by the adjustment for the SBITA liability. The balance of the right to use asset - SBITA and SBITA liability was $0 at July 1, 2021.

The prior period adjustment and the restatement of the June 30, 2022 financial statements are due to the implementation of GASB 96 as of and for the year ended June 30, 2022. The adjustment is as follows:

		Previously Reported	Adjustment	Restated
As of June 30, 2022:				
Capital assets, net	$	58,112,367	2,434,807	60,547,174
SBITA liability	$	-	2,554,137	2,554,137
Net position	$	79,453,841	(119,330)	79,334,511
Year Ended June 30, 2022:				
Depreciation and amortization expense	$	4,314,614	461,531	4,776,145
Interest expense	$	85,340	148,853	234,193
Operation and maintenance of plant	$	6,067,000	(491,054)	5,575,946

Note 3 - **Cash and Investments**

Investment Policy

In accordance with Chapter 15A of the Massachusetts General Laws, the College's Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the Commonwealth legislature or derived from Federal allocations.

The principal objectives of the investment policy are: (1) safety of principal, (2) liquidity for operating needs, (3) return on investment, and (4) diversification of risk. The Board of Trustees supports the investments of trust funds in a variety of investment vehicles, including bank instruments, equities, bonds, government and commercial paper of high quality and mutual funds holding any or all of the above. The Board of Trustees will, from time to time, establish investment fund ceilings and broad asset allocation guidelines, and authorizes the chief financial officer to invest, or instruct the comptroller to invest, the College's funds within the guidelines established by the investment policy.

Summary of Deposits and Investments

Deposits and investments consist of the following at June 30,:

	2023	2022
Cash and equivalents:		
Cash deposits	**$ 49,894,034**	$ 43,708,887
Money market funds	**1,475,120**	1,457,566
Cash and equivalents	**51,369,154**	45,166,453
Short-term investments:		
Certificates of deposit	**1,152,199**	1,129,614
Treasury bills	**2,045,236**	-
Short-term investments:	**3,197,435**	1,129,614
Long-term investments:		
Bond mutual funds	**4,318,594**	4,322,388
Equity mutual funds	**7,719,320**	6,542,112
Long-term investments	**12,037,914**	10,864,500
Total Deposits and Investments	**$ 66,604,503**	$ 57,160,567

Custodial Credit Risk

Custodial credit risk is associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the depositor would not be able to recover its balances in excess of amounts insured by the Federal Deposit Insurance Corporation ("FDIC"). Any loss incurred or a lack of access to such funds could have a significant adverse impact on the College's financial condition, results of operations, and cash flows. The standard FDIC insurance amount is $250,000 per depositor, per insured bank, for each ownership category.

The College's bank balances, including certificates of deposit, as of June 30, 2023 and 2022, totaled $49,810,130 and $45,288,633, respectively. Of these balances, $48,154,055 and $43,906,503, respectively, were exposed to custodial credit risk as uninsured and uncollateralized. To mitigate custodial credit risk for deposits, the College obtains ratings for all banks and credit unions which hold the College's investments. A star rating of 3+ stars from Bauer Financial is required before investing any College funds in an institution.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Maturities of investments exposed to interest rate risk at June 30, 2023 and 2022 consist of:

	2023				
		Investment Maturities (in Years)			
Investment type	**Fair value**	**Less than 1**	**1 to 5**	**6 to 10**	**More than 10**
Certificates of deposit	**$ 1,152,199**	**$ 1,152,199**	**$ -**	**$ -**	**$ -**
Money market funds	**1,475,120**	**1,475,120**	**-**	**-**	**-**
Treasury bills	**2,045,236**	**2,045,236**	**-**	**-**	**-**
	$ 4,672,555	**$ 4,672,555**	**$ -**	**$ -**	**$ -**

	2022				
		Investment Maturities (in Years)			
Investment type	**Fair value**	**Less than 1**	**1 to 5**	**6 to 10**	**More than 10**
Certificates of deposit	$ 1,129,614	$ 1,129,614	$ -	$ -	$ -
Money market funds	1,457,566	1,457,566	-	-	-
	$ 2,587,180	$ 2,587,180	$ -	$ -	$ -

To mitigate interest rate risk, it is the policy of the College to generally not exceed one (1) year in its maturities of Operating Fund investments.

Credit Risk of Debt Securities

Credit risk for investments is the risk that an issuer or other counterparty to a debt security will not fulfill its obligations. The following is a listing of credit quality ratings, using Moody's and Standard & Poor's, of the College's investments at June 30,:

	2023							
		Quality Ratings						
Rated debt investments	**Fair value**	**AAA**	**AA**	**A**	**BBB**	**BB**	**B**	**Unrated**
Certificates of deposit	**$ 1,152,199**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,152,199**
Money market funds	**1,475,120**	**1,475,120**	**-**	**-**	**-**	**-**	**-**	**-**
Treasury bills	**2,045,236**	**2,045,236**	**-**	**-**	**-**	**-**	**-**	**-**
Total	**$ 4,672,555**	**$ 3,520,356**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,152,199**

	2022							
		Quality Ratings						
Rated debt investments	**Fair value**	**AAA**	**AA**	**A**	**BBB**	**BB**	**B**	**Unrated**
Certificates of deposit	$ 1,129,614	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,129,614
Money market funds	1,457,566	1,457,566	-	-	-	-	-	-
Total	$ 2,587,180	$ 1,457,566	$ -	$ -	$ -	$ -	$ -	$ 1,129,614

The College manages credit risk by purchasing investment-grade securities with a high concentration in securities rated AAA and above.

Concentration of Credit Risk

The College had no single investment that exceeded 5% of its total investments at June 30, 2023 and 2022.

Investments of the Foundation
The Foundation's investments consist of the following at June 30, 2023 and 2022, and are summarized as follows:

	2023	2022
Fixed income securities	**$ 3,590,636**	$ 2,993,851
Equity securities	**3,072,575**	2,646,397
	$ 6,663,211	$ 5,640,248

Note 4 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $2,324,326 and $1,882,606 at June 30, 2023 and 2022, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 5 - **Fair Value Measurements**

The framework for measuring fair value provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). The three levels of the fair value hierarchy are described as follows:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability; and
- Inputs that are derived principally from, or corroborated by, observable market data by correlation or other means.

	If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.
Level 3	Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. With the adoption of GASB Statement 72, *Fair Value Measurement and Application*, there have been no changes in the methodologies used to measure fair value.

Certificates of deposit: Valued at initial investment cost plus accrued interest.

Treasury bills: Valued at initial investment cost plus accrued interest.

Mutual funds: Valued at the daily closing price as reported by the fund. Mutual funds held by the College are open-end mutual funds that are registered with the Securities and Exchange Commission. These funds are required to publish their daily net asset value ("NAV") and to transact at that price.

At June 30, 2023 and 2022, all assets of the College are considered Level 1 investments.

Note 6 - **Accounts and Other Receivables**

Accounts receivable include the following at June 30,:

	2023	2022
Student accounts receivable	**$ 7,166,192**	$ 5,301,685
Other receivables	**94,548**	325,795
	7,260,740	5,627,480
Less: allowance for doubtful accounts	**(5,325,836)**	(2,969,398)
	$ 1,934,904	$ 2,658,082

Note 7 - **Due to/from Related Party**

Due to/from related party represents amounts due to/from the Middlesex Community College Foundation in relation to normal operations of the College.

Note 8 - **Capital Assets**

Capital assets of the College consist of the following at June 30, 2023:

	Estimated lives (in years)	(Restated) Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not depreciated:						
Construction in progress	-	$ 3,216,386	$ 3,921,763	$ -	$ (1,963,239)	$ 5,174,910
Land	-	1,986,303	-	-	-	1,986,303
Total Not Depreciated		5,202,689	3,921,763	-	(1,963,239)	7,161,213
Capital assets depreciated:						
Building, including improvements	20-40	128,761,477	146,200	-	1,963,239	130,870,916
Furnishings and equipment	5-10	5,332,014	193,124	-	-	5,525,138
Software arrangements	5	2,896,338	122,234	-	-	3,018,572
Leased buildings	1-3	4,260,821	-	(266,190)	-	3,994,631
Leased equipment	2-5	193,268	-	-	-	193,268
Total depreciated		141,443,918	461,558	(266,190)	1,963,239	143,602,525
Less accumulated depreciation:						
Building, including improvements		(80,173,230)	(3,042,154)	-	-	(83,215,384)
Furnishings and equipment		(3,713,174)	(400,019)	-	-	(4,113,193)
Software arrangements		(461,531)	(498,881)	-	-	(960,412)
Leased buildings		(1,673,237)	(831,466)	-	-	(2,504,703)
Leased equipment		(78,261)	(46,909)	-	-	(125,170)
Total accumulated depreciation		(86,099,433)	(4,819,429)	-	-	(90,918,862)
Capital assets, net		$ 60,547,174	$ (436,108)	$ (266,190)	$ -	$ 59,844,876

Capital assets of the College consist of the following at June 30, 2022 (Restated):

	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not depreciated:						
Construction in progress	-	$ 3,108,298	$ 2,949,581	$ -	$ (2,841,493)	$ 3,216,386
Land	-	1,986,303	-	-	-	1,986,303
Total Not Depreciated		5,094,601	2,949,581	-	(2,841,493)	5,202,689
Capital assets depreciated:						
Building, including improvements	20-40	124,916,516	1,273,868	-	2,571,093	128,761,477
Furnishings and equipment	5-10	4,882,046	179,568	-	270,400	5,332,014
Software arrangements	5	2,896,338	-	-	-	2,896,338
Leased buildings	1-3	3,890,609	661,448	(291,236)	-	4,260,821
Leased equipment	2-5	153,166	69,455	(29,353)	-	193,268
Total depreciated		136,738,675	2,184,339	(320,589)	2,841,493	141,443,918
Less accumulated depreciation:						
Building, including improvements		(77,286,828)	(2,886,402)	-	-	(80,173,230)
Furnishings and equipment		(3,327,300)	(385,874)	-	-	(3,713,174)
Software arrangements		-	(461,531)	-	-	(461,531)
Leased buildings and parking		(979,994)	(984,479)	291,236	-	(1,673,237)
Leased equipment		(49,755)	(57,859)	29,353	-	(78,261)
Total accumulated depreciation		(81,643,877)	(4,776,145)	320,589	-	(86,099,433)
Capital assets, net		$ 60,189,399	$ 819,306	$ -	$ -	$ 60,547,174

Note 9 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30,:

	2023					
	(Restated) Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
SBITA liability	$ 2,554,137	$ 122,234	$ (442,304)	$ 2,234,067	$ 479,581	$ 1,754,486
Lease liability	2,721,388	-	(1,125,002)	1,596,386	864,185	732,201
Bonds payable	168,049	-	(168,049)	-	-	-
	5,443,574	122,234	(1,735,355)	3,830,453	1,343,766	2,486,687
Other long-term liabilities:						
Accrued compensated absences	4,913,165	-	(352,157)	4,561,008	2,936,331	1,624,677
Net pension liability	4,190,892	-	(1,051,706)	3,139,186	-	3,139,186
Net OPEB liability	7,358,231	-	(3,407,595)	3,950,636	-	3,950,636
Workers' compensation	573,434	75,714	-	649,148	102,092	547,056
	17,035,722	75,714	(4,811,458)	12,299,978	3,038,423	9,261,555
Total	$ 22,479,296	$ 197,948	$ (6,546,813)	$ 16,130,431	$ 4,382,189	$ 11,748,242

	2022 (Restated)					
	Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
SBITA liability	$ 2,896,338	$ -	$ (342,201)	$ 2,554,137	$ 442,303	$ 2,111,834
Lease liability	2,978,862	730,903	(988,377)	2,721,388	990,145	1,731,243
Bonds payable	663,036	-	(494,987)	168,049	168,049	-
	6,538,236	730,903	(1,825,565)	5,443,574	1,600,497	3,843,077
Other long-term liabilities:						
Accrued compensated absences	5,036,155	-	(122,990)	4,913,165	3,125,594	1,787,571
Net pension liability	5,855,678	-	(1,664,786)	4,190,892	-	4,190,892
Net OPEB liability	7,534,884	-	(176,653)	7,358,231	-	7,358,231
Workers' compensation	522,861	50,573	-	573,434	92,766	480,668
	18,949,578	50,573	(1,964,429)	17,035,722	3,218,360	13,817,362
Total	$ 25,487,814	$ 781,476	$ (3,789,994)	$ 22,479,296	$ 4,818,857	$ 17,660,439

Bonds Payable

In December 2013, the College issued $3,900,598 of Series D Bonds with a fixed rate of 2.95%. The bonds were issued through the Massachusetts Development Finance Agency for the purpose of refunding, together with other funds available for such purpose, the outstanding principal amount of the Series B Bonds. Principal and interest are payable monthly through October 1, 2022. The College completed the refunding to reduce its total debt service payments by $574,591 and to obtain an economic gain of $287,973. The bonds are collateralized by certain property. The bond was fully paid down during the year ended June 30, 2023.

Total interest expense related to bonds payable for 2023 and 2022 was $1,051 and $12,314, respectively.

Leases Payable

College

A summary of the College's leases at June 30, 2023 and 2022, is as follows:

Description	Date	Terms in Months	Payment Amount	Interest Rate	2023 Lease Liability	2022 Lease Liability
Office equipment	varies	60 months	$ 12,221	2.65%	$ 62,847	$ 111,404
Lowell parking	7/1/2021	36 months	40,650	2.65%	480,870	1,215,367
Pollard Building	7/1/2021	60 months	17,069	2.65%	590,067	776,570
Howe Street building	2/5/2022	48 months	10,018	2.65%	317,269	426,778
Nesmith House	7/1/2022	48 months	49,842	2.65%	145,333	191,269
					$ 1,596,386	$ 2,721,388

Leases for office equipment terminate on various dates through November 2026. The College has options at the end of the leases to purchase the equipment at fair market value or renew the leases. Management does not believe the College will exercise the purchase option. The College did not make payments for these leases other than the monthly payments for the years ended June 30, 2023 and 2022. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the right to use assets and the associated lease liabilities.

The lease for Lowell parking terminates in June 2024. No renewal options are included in the lease agreement. The College did not make payments for this lease other than the monthly payments for the years ended June 30, 2023 and 2022. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the right to use assets and the associated lease liabilities.

Related Party Leases

The lease for the Pollard Building space is with a related party, Lowell Middlesex Academy Charter School, that terminates in June 2023. No renewal options are included in the lease agreement. Based on the substance of this related party transaction and on history with the Charter School, the monthly payments have been extended out through June 2026 in the calculation of the lease liability and right to use asset. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the right to use assets and the associated lease liabilities. The College did not make payments for this lease other than the monthly payments for the years ended June 30, 2023 and 2022 which amounted to $186,503 and $181,631, respectively.

The lease for the Howe Street building space is with a related party, the Middlesex Community College Foundation, that terminated in February 2022. During the year ended June 30, 2022, a new agreement was signed that terminates in February 2024. An extension option with no specified term is included in the lease agreement. Based on the substance of this related party transaction, and on history with the Foundation, the monthly payments have been extended out through February 2026 in the calculation of the lease liability and right to use asset. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the right to use assets and the associated lease liabilities. The College did not make payments for this lease other than the monthly payments for the years ended June 30, 2023 and 2022 which amounted to $109,509 and $163,119, respectively.

The lease for the Nesmith House is with a related party, the Middlesex Community College Foundation, that terminates in June 2024. An extension option with no specified term is included in the lease agreement. Based on the substance of this related party transaction, and on history with the Foundation, the monthly payments have been extended out through June 2026 in the calculation of the lease liability and right to use asset. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the right to use assets and the associated lease liabilities.

The College did not make payments for this lease other than the monthly payments for the year ended June 30, 2023 which amounted to $45,936. For the year ended June 30, 2022, the Foundation waived payments.

Annual requirements to amortize the lease liability and related interest subsequent to June 30, 2023 are as follows:

Years Ending June 30,	Principal	Interest
2024	$ 864,185	$ 31,229
2025	380,030	14,235
2026	352,171	4,204
Total	$ 1,596,386	$ 49,668

Foundation

On February 5, 2019 the Foundation entered into a ten-year triple-net lease agreement for the Howe Street property in Lowell, Massachusetts. The Foundation has the option to extend the lease for an additional five years. A rental deposit under the lease agreement was made for $29,804. Monthly payments are approximately $18,500. As of June 30, 2022 and June 30, 2021 the Foundation had remaining lease obligations in the amount of $1,243,514 and $1,430,290, respectively, based on the present value of the remaining lease payments for the lease terms at the entity's incremental borrowing rate of 2.65%.

Note 10 - Subscription-Based Information Technology Arrangements

The College has entered into subscription-based information technology arrangements (SBITAs) involving data warehousing software, document management software, classroom resource software, scheduling software, and recruitment software.

The data warehousing software arrangement is a five-year agreement initiated in fiscal year 2018 and renewed during fiscal year 2023 for an additional five years. Monthly payments range from $24,479 to $26,851. The College has used a 5.5% discount rate for this arrangement based on the rate for a transaction with similar attributes to determine the present value of the intangible right-to-use asset and SBITA liability. There is no option to purchase the software. The College did not make payments for this SBITA other than the monthly payments for the years ended June 30, 2023 and 2022.

The document management software arrangement is a five-year agreement initiated in fiscal year 2018 and renewed during fiscal year 2023 for an additional five years. Monthly payments range from $13,952 to $15,625. The College has used a 5.5% discount rate for this arrangement based on the rate for a transaction with similar attributes to determine the present value of the intangible right-to-use asset and SBITA

liability. There is no option to purchase the software. The College did not make payments for this SBITA other than the monthly payments for the years ended June 30, 2023 and 2022.

The classroom resource software arrangement is a three-year agreement initiated in fiscal year 2023 with a monthly payment of $3,674. The College has used a 5.5% discount rate for this arrangement based on the rate for a transaction with similar attributes to determine the present value of the intangible right-to-use asset and SBITA liability. There is no option to purchase the software. The College did not make payments for this SBITA other than the monthly payments for the years ended June 30, 2023 and 2022.

The scheduling software arrangement is a three-year agreement initiated in fiscal year 2020 and renewed during fiscal year 2023 for an additional three years. Monthly payments range from $1,866 to $3,346. The College has used a 5.5% discount rate for this arrangement based on the rate for a transaction with similar attributes to determine the present value of the intangible right-to-use asset and SBITA liability. There is no option to purchase the software. The College did not make payments for this SBITA other than the monthly payments for the years ended June 30, 2023 and 2022.

The recruitment software arrangement is a five-year agreement initiated in fiscal year 2020 with a monthly payment of $3,333. The College has used a 5.5% discount rate for this arrangement based on the rate for a transaction with similar attributes to determine the present value of the intangible right-to-use asset and SBITA liability. There is no option to purchase the software. The College did not make payments for this SBITA other than the monthly payments for the years ended June 30, 2023 and 2022.

At June 30, 2023, the total amount of the SBITA right of use assets and accumulated amortization for SBITAs were $3,018,572 and $960,412, respectively. At June 30, 2022, the total amount of the SBITA right of use assets and accumulated amortization for SBITAs were $2,896,338 and $461,531, respectively.

Annual requirements to amortize the SBITA liability and related interest subsequent to June 30, 2023 are as follows:

Years Ending June 30,	Principal	Interest
2024	$ 479,581	$ 108,750
2025	491,480	81,778
2026	435,115	56,565
2027	468,630	31,739
2028	359,261	8,177
Total	$ 2,234,067	$ 287,009

Note 11 - **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 are 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:

Hire Date	Percent of Compensation
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 $4,100,129, $4,030,965, and $3,533,335 for the years ended June 30, 2023, 2022 and 2021, 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 16.70%, 16.11% and 14.66% of annual covered payroll for the fiscal years ended June 30, 2023, 2022, and 2021, respectively. The College contributed $305,864, $317,642 and $477,696 for the fiscal years ended June 30, 2023, 2022 and 2021, 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, 2023 and 2022, the College reported a liability of $3,139,186 and $4,190,892, respectively, for its proportionate share of the net pension liability related to its participation in SERS.

The net pension liability as of June 30, 2023, the reporting date, was measured as of June 30, 2022, 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, 2022 rolled forward to June 30, 2022. The net pension liability as of June 30, 2022, the reporting date, was measured as of June 30, 2021, 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, 2021 rolled forward to June 30, 2021.

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 2023 and 2022, respectively. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2023 and 2022 relative to total contributions of all participating employers for the fiscal years. At June 30, 2023 and 2022, the College's proportion was 0.023% and 0. 040%, respectively.

For the years ended June 30, 2023 and 2022, the College recognized pension income of $1,783,516 and $1,981,512, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	2023	2022
Deferred Outflows of Resources		
Contributions subsequent to the measurement date	**$ 305,864**	$ 317,642
Change in plan actuarial assumptions	**86,427**	285,710
Differences between expected and actual experience	**78,089**	144,611
Changes in proportion from Commonwealth	**215**	1,675
Changes in proportion due to internal allocation	**565,636**	757,670
Total	**$ 1,036,231**	$ 1,507,308
Deferred Inflows of Resources		
Difference between projected and actual earnings on pension plan investments	**$ 16,735**	$ 1,643,072
Differences between expected and actual experience	**122,523**	303,417
Changes in proportion from Commonwealth	**8,491**	13,241
Changes in proportion due to internal allocation	**2,851,875**	2,548,647
Total	**$ 2,999,624**	$ 4,508,377

The College's contributions of $305,864 and $317,642 made during the fiscal years ending 2023 and 2022, 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 pension will be recognized as decreases in pension expense as follows:

Years Ending June 30,	Amount
2024	$ (514,924)
2025	(569,644)
2026	(668,305)
2027	(356,302)
2028	(160,082)
	$ (2,269,257)

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

	2023	2022
Measurement date	**June 30, 2022**	June 30, 2021
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	**7.00%**	7.00%
Interest rate credited to annuity savings fund	**3.50%**	3.50%

For measurement date June 30, 2022 and 2021, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020 set forward 1 year for females.
- Disability - reflects the post-retirement mortality described above, set forward 1 year.

Experience studies were performed as follows:

- Dated February 27, 2014 and encompasses the period January 1, 2006 to December 31, 2011, updated to reflect actual experience from 2012 through 2020 for post-retirement mortality.

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:

	2023		2022	
Asset Class	**Target Allocation**	**Long-term expected real rate of return**	Target Allocation	Long-term expected real rate of return
Global Equity	**38%**	**4.20%**	39%	4.80%
Core Fixed Income	**15%**	**0.50%**	15%	0.30%
Private Equity	**15%**	**7.30%**	13%	7.80%
Portfolio Completion Strategies	**10%**	**2.70%**	11%	2.90%
Real Estate	**10%**	**3.30%**	10%	3.70%
Value Added Fixed Income	**8%**	**3.70%**	8%	3.90%
Timber/Natural Resources	**4%**	**3.90%**	4%	4.30%
	100%		100%	

Discount Rate

The discount rate used to measure the total pension liability was 7.00% at June 30, 2023 and 2022. 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 tables illustrate 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 1-percentage-point lower or 1-percentage-point higher than the current rate at June 30,:

2023		
1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)
$ 4,329,652	**$ 3,139,186**	**$ 2,131,879**

2022		
1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)
$ 6,414,778	$ 4,190,892	$ 2,363,030

Note 12 - **Other Postemployment 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 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 of the plan. 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, 2023 and 2022, and as of the valuation date (January 1, 2022 and 2021), participants contributed 10% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs. The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions 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 7.28% and 7.65% of annual covered payroll for the fiscal years ended June 30, 2023 and 2022, respectively. The College contributed $133,293 and $150,852 for the fiscal years ended June 30, 2023 and 2022, respectively, equal to 100% of the required contribution for each year.

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

At June 30, 2023 and 2022, the College reported a liability of $3,950,636 and $7,358,231, 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, 2022 and 2021, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2022 and 2021, 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 2022 and 2021.

The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2022 and 2021 relative to total contributions of all participating employers for the fiscal years. At June 30, 2023 and 2022, the College's proportion was 0.030% and 0.046%, respectively.

For the years ended June 30, 2023 and 2022, the College recognized OPEB income of $4,596,736 and $3,920,437, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	2023	2022
Deferred Outflows of Resources		
Contributions subsequent to the measurement date	**$ 133,293**	$ 150,852
Change in plan actuarial assumptions	**290,977**	617,972
Difference between projected and actual earnings on OPEB plan investments	**6,005**	-
Differences between expected and actual experience	**72,726**	187,833
Changes in proportion from Commonwealth	**1,815**	8,250
Changes in proportion due to internal allocation	**1,311,710**	1,660,569
Total	**$ 1,816,526**	$ 2,625,476
Deferred Inflows of Resources		
Difference between projected and actual earnings on OPEB plan investments	**$ -**	$ 89,419
Differences between expected and actual experience	**654,071**	1,295,283
Changes in OPEB plan actuarial assumptions	**1,429,819**	1,447,475
Changes in proportion from Commonwealth	**19,510**	31,959
Changes in proportion due to internal allocation	**7,730,444**	9,148,153
Total	**$ 9,833,844**	$ 12,012,289

The College's contributions of $133,293 and $150,852 made during the fiscal years 2023 and 2022, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

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

Years Ending June 30,	Amount
2024	$ (1,916,060)
2025	(1,910,051)
2026	(1,887,255)
2027	(1,860,627)
2028	(576,618)
	$ (8,150,611)

Actuarial Assumptions

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

Measurement date	June 30, 2022	June 30, 2021
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation	7.00%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published SOA-Getzen trend rate model, version 2022_f4. Medicare and non-medicare benefits range from 3.94% to 9.11%.	Developed based on the most recent published GAO-Getzen trend rate model, version 2020_b. Medicare and non-medicare benefits range from 4.04% to 7.30%.

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2020 from the central year, with females set forward one year for measurement dates June 30, 2022 and 2021.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage are assumed to elect coverage at retirement.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- 35% of employees currently opting out of active employee health coverage are assumed to elect to enroll in retiree coverage.
- 85% of current and future vested terminated participants will elect health care benefits at age 55, or current age if later.
- 100% of spouses are assumed to elect to continue coverage after the retiree's death.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age		Retirement Age	
	2023		2022	
	Under 65	**Age 65+**	Under 65	Age 65+
Indemnity	**28.0%**	**96.0%**	28.0%	96.0%
POS/PPO	**60.0%**	**0.0%**	60.0%	0.0%
HMO	**10.0%**	**4.0%**	12.0%	4.0%

The actuarial assumptions used in the January 1, 2022 valuations were based on the results of an actuarial valuation as of January 1, 2022 rolled forward to June 30, 2022. The actuarial assumptions used in the January 1, 2021 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2019 through December 31, 2020, depending upon the criteria being evaluated.

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, 2023 and 2022 are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2023 and 2022 was 4.30% and 2.77%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.54% and 2.16%) 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 2042 and 2041 for the fiscal years 2023 and 2022, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00% 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:

2023		
1.00% Decrease (3.30%)	**Current Discount Rate (4.30%)**	**1.00% Increase (5.30%)**
$ 4,608,843	**$ 3,950,636**	**$ 3,409,967**

2022		
1.00% Decrease (1.77%)	Current Discount Rate (2.77%)	1.00% Increase (3.77%)
$ 8,741,521	$ 7,358,231	$ 6,244,019

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Health Care Cost Trend Rates

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

2023		
1.00% Decrease (B)	Current Health Care Cost Trend Rate (A)	1.00% Increase (C)
$ 3,311,764	**$ 3,950,636**	**$ 4,759,371**

2022		
1.00% Decrease (B)	Current Health Care Cost Trend Rate (A)	1.00% Increase (C)
$ 6,024,878	$ 7,358,231	$ 9,096,037

(A) - Current health care cost trend rate, as disclosed earlier
(B) - 1-percentage decrease in current health care cost trend rate, as disclosed earlier
(C) - 1-percentage increase in current health care cost trend rate, as disclosed earlier

Note 13 - **Fringe Benefit Programs**

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

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors.

The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns, and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2023 and 2022, 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 of its 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 pre-tax health care spending account and dependent care assistance program (for active employees only).

Other Employee Benefits

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 payouts.

Note 14 - 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. As of June 30, 2023 and 2022, these funds are composed of restricted-expendable funds held for the use of academic purposes in the amounts of $1,140,248 and $1,266,203, respectively.

Note 15 - Net Position Classification

The following presents the breakout of each classification of net position as of June 30,:

	2023	(Restated) 2022
Net investment in capital assets	**$ 56,014,423**	$ 55,103,600
Restricted:		
Federal and state grants	**819,587**	930,237
Parking fines scholarship	**320,661**	335,966
	1,140,248	1,266,203
Unrestricted:		
Investments	**7,395,292**	4,154,056
Facilities development fee	**8,670,068**	7,913,391
Reserve for compensated absences and workers' compensation	**(6,412,191)**	(5,486,599)
Effect of pension adjustments	**(9,281,341)**	(7,191,960)
Effect of OPEB adjustments	**(21,522,133)**	(16,745,044)
Board designation for LPN Program -Derby	**3,000,000**	-
Board designation for biotech lab	**3,486,871**	3,486,871
Board designation for emergency campus facility fund	**2,000,000**	2,000,000
Board designation for accessibility	**2,500,000**	2,000,000
Board designation for STEM lab refresh	**2,000,000**	2,000,000
Board designation for Strategic Student Support	**5,510,000**	5,510,000
Board designation for strategic plan initiatives	**1,500,000**	1,000,000
Board designation for MCC Student Success Grants-unmet need	**1,500,000**	1,801,778
Board designation for technology	**2,500,000**	2,000,000
Board designation for capital projects to be completed in FY23	**-**	500,000
Undesignated	**33,835,346**	20,022,215
	36,681,912	22,964,708
Total Net Position	**$ 93,836,583**	$ 79,334,511

Note 16 - Contingencies

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College.

In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). Individuals pay into the Program 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 from the Program as payment of tuition, the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Claims
The College is involved in various claims and lawsuits, mostly against the College, arising in the normal course of business. Management vigorously defends its cases and believes that any financial responsibility that may be incurred in settlements of such claims and lawsuits would not be material to the College's financial position.

Note 17 - **Operating Expenses**

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

	2023	(Restated) 2022
Compensation and benefits	**$ 43,643,818**	$ 42,764,670
Supplies and services	**19,353,571**	22,483,607
Depreciation and amortization	**4,819,429**	4,776,145
Scholarships and fellowships	**2,710,528**	3,404,520
	$ 70,527,346	$ 73,428,942

Note 18 - **Related Party Transactions**

The College provides management, oversight, supervision, and administration of the Lowell Middlesex Academy Charter School's regular business activities under a formal agreement. Income related to this arrangement recognized by the College totaled approximately $176,000 and $168,000 for the years ending June 30, 2023 and 2022, respectively.

Note 19 - **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 amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The College's state appropriations are composed of the following at June 30,:

	2023	2022
Direct unrestricted appropriations	**$ 29,474,275**	$ 28,463,066
Add: fringe benefits for benefited employees on the state payroll	**9,697,911**	9,373,051
Less: day school tuition remitted to the state and included in tuition and fee revenue	**-**	(185,929)
Total Unrestricted Appropriations	**$ 39,172,186**	$ 37,650,188
State capital contribution (restricted appropriations)	**$ 3,374,549**	$ 3,298,306

No timing differences occurred where the College had additional revenue that was reported to MMARS after June 30, 2023 and 2022 (unaudited).

Note 20 - **Pass-through Grants**

The College distributed $2,797,873 and $2,760,012, respectively, during 2023 and 2022 for student loans through the U.S. Department of Education Federal Direct Student Loans program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of the Proportionate Share of the Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	**June 30, 2023**	June 30, 2022	June 30, 2021	June 30, 2020	June 30,2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Valuation date	**January 1, 2022**	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Measurement date	**June 30, 2022**	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Proportion of the collective net pension liability	**0.023%**	0.040%	0.034%	0.034%	0.053%	0.101%	0.126%	0.186%	0.160%
Proportionate share of the collective net pension liability	**$ 3,139,186**	$ 4,190,892	$ 5,855,678	$ 4,939,614	$ 7,075,158	$ 12,940,922	$ 17,369,418	$ 21,147,785	$ 10,845,528
Covered payroll	**$ 1,971,707**	$ 3,258,499	$ 2,619,396	$ 2,787,131	$ 4,151,426	$ 7,928,573	$ 9,571,746	$ 11,194,880	$ 10,836,179
Proportionate share of the net pension liability as a percentage of its covered payroll	**159.21%**	128.61%	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	**71.05%**	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

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

See accompanying notes to the required supplementary information.

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	**$ 305,864**	$ 317,642	$ 477,696	$ 368,811	$ 336,128	$ 489,038	$ 788,893	$ 904,530	$ 1,163,148
Contributions in relation to the contractually required contribution	**305,864**	317,642	477,696	368,811	336,128	489,038	788,893	904,530	1,163,148
Contribution excess	**$ -**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered payroll	**$ 1,831,521**	$ 1,971,707	$ 3,258,499	$ 2,619,396	$ 2,787,131	$ 4,151,426	$ 7,928,573	$ 9,571,746	$ 11,194,880
Contribution as a percentage of covered payroll	**16.70%**	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

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

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

See accompanying notes to the required supplementary information.

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – Pension (Unaudited)

June 30, 2023

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

Measurement Date – June 30, 2022
The inflation rate of 2.5% was used for the calculation. No inflation rate was used in prior measurement dates.

Measurement date – June 30, 2021
The investment rate of return changed from 7.15% to 7.00%. 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 rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2020
The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2019
The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension - Continued

June 30, 2020

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)

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of the Proportionate Share of the Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	**June 30, 2023**	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	**June 30, 2022**	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	**January 1, 2022**	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	**0.030%**	0.046%	0.036%	0.053%	0.083%	0.144%
Proportionate share of the collective net OPEB liability	**$ 3,950,636**	$ 7,358,231	$ 7,534,884	$ 9,312,026	$ 15,481,795	$ 25,170,143
College's covered payroll	**$ 1,971,707**	$ 3,258,499	$ 2,619,396	$ 2,787,131	$ 4,151,426	$ 7,928,573
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	**200.37%**	225.82%	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	**13.00%**	10.70%	6.40%	6.96%	6.01%	5.39%

Notes:

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

See accompanying notes to the required supplementary information.

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Years Ended June 30,

	2023	2022	2021	2020	2019	2018
Statutorily required contribution	**$ 133,293**	$ 150,852	$ 250,844	$ 191,053	$ 245,103	$ 370,260
Contributions in relation to the statutorily required contribution	**(133,293)**	(150,852)	(250,844)	(191,053)	(245,103)	(370,260)
Contribution (excess)/deficit	**$ -**	$ -	$ -	$ -	$ -	$ -
College's covered payroll	**$ 1,831,521**	$ 1,971,707	$ 3,258,499	$ 2,619,396	$ 2,787,131	$ 4,151,426
Contribution as a percentage of covered payroll	**7.28%**	7.65%	7.70%	7.29%	8.79%	8.92%

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.

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited)

June 30, 2023

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2023
The discount rate was increased to 4.30% (based upon the Bonder Bond Buyer Index Rate) from 2.77% in prior measurement date.

Fiscal year June 30, 2022
Change in per Capita Claims Costs
Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in Medical Trend Rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate
The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates
The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate
The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021
Change in per Capita Claims Costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in Medical Trend Rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate
The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale
The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate
The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020
Change in Inflation
The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions
Salary decreased from 4.5% to 4.0%.

Change in Investment Rate
The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs
The original health care trend rate decreased from 8.0% to 7.5%, which impacts the high cost excise tax.

Change in Discount Rate
The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019
Change in Trend on Future Costs
The health care trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

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

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

MIDDLESEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited) - Continued

June 30, 2023

Change in Discount Rate
The discount rate was increased to 3.92% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018
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%.

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ADVISORY TAX AUDIT

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 AUDITOR'S REPORT

To the Board of Trustees of
Middlesex Community College:

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 the business-type activities of Middlesex Community College (the "College") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated January 19, 2024.

Our report includes a reference to other auditors who audited the financial statements of the Middlesex Community College Foundation, the discretely presented component unit of the College, as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Middlesex Community College's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College'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.

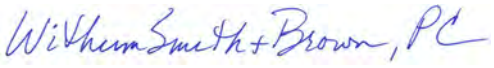
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on Compliance and Other Matters

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

Purpose of this Report

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



January 19, 2024

APPENDIX D:
List of Supporting Documents

List of Supporting Documents

Standard 1

Massachusetts Community College System Mission
Transformative Education Document (2016-2020)
Equity Agenda
Statewide Strategic Plan for Racial Equity
The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts
Student Success Framework
With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
BHE Strategic Plan Approval
Policy on Affirmative Action

Standard 2

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Transformative Education (2016-2020)
Diversity and Equity Plan (Leading for Change team)
Massachusetts DHE's Vision Project
Emergency Management Plan
Sasaki Plan (Facilities Master Plan)
IT and Security Plan
Library Strategic Plan

Standard 3

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027Massachusetts General Laws Governing Boards of Trustees
Examples of Finance Reports to Board of Trustees
Faculty Staff Administration (FSA) Bylaws
MCCC Day Contract
MCCC DCE Contract
Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents
President's 360 Evaluation Survey
Student Government Bylaw

Standard 4

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Sample Transfer and Articulations Agreements
Massachusetts Transfer General Education Foundation
List of Program Advisory Boards
International Admissions Document
Program Review Examples
Program Review Schedule
Paralegal/Nursing Exit Survey Examples

XIII-E2 Checklist for Course Materials
DCE-E1 Division of Continuing Education Course/Instructional Materials Checklist Form
List of Current HS Partners
Massachusetts Regional Workforce Development Blueprints
General Education Core Requirements
National Council for State Authorization Reciprocity Agreements (NC-SARA) Approval
MCCC Union Memorandum of Agreement of Distance
Association of College and Research Libraries' Framework for Information Literacy for Higher Education
Massachusetts Community College Transfer Principles
Massachusetts Chapter 74-Approved Vocational Technical Education Programs
Massachusetts Seal of Biliteracy
U.S. Department of Education's Common Education Data Standard Definition of Micro-credentials
Credit Hour Policy
Academic Progress and Academic Standing Policies
Policies, Procedures, and Limitations of Credit for Prior Learning (CPL)
Privacy Policy
Policy on Educational Records and Transcripts
Student Handbook
Code of Conduct
Statement Regarding the Use of Generative Artificial Intelligence (AI)

Standard 5

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Academic Catalog and Student Handbook
Systemwide Homeschooling Policy
Financial Aid Checklist
Loan Debt Forgiveness and Fresh Start Policies
CCSEE results
CECE Survey results
Small Incident Form
Code of Conduct
Statement Regarding the Use of Generative Artificial Intelligence (AI)
Policy Related to Educational Records and Retention
Honor Code
Core Commitment
Guided Self-Placement

Standard 6

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Search Committee Training
MCCC Collective Bargaining Agreement
DCE Collective Bargaining Agreement
Sample HR Happenings Newsletter
Professional Staff Position Description

Standard 7

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Massachusetts Board of Higher Education Non-Unit Personnel Handbook
MCCC Day Contract
MCCC DCE Contract
Decarbonization Study
Grant Thornton HR and financial Review
Hazard Communication Plan
Huron Report
Sasaki Plan (Facilities Master Plan)
IT and Security Plan
Library Strategic Plan
Library Open Educational Resources (OER) Guide

Standard 8

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Massachusetts DHE Vision Project
Massachusetts DHE's New Undergraduate Experience
Academic Program Review: Self-Study Template
Program Review Examples
Perkins Survey results
2023 Nursing NCLEX-RN First-Time Pass RateMCC Graduate Survey Results
US DOE College Scorecard for Middlesex Community College
ICAT Results

Standard 9

With Equity At Its Core Middlesex Community College Strategic Plan 2022-2027
Signatory Authority document
Policy on Affirmative Action, Equal Opportunity & Diversity (DHE) PPD ISLO 21-23.pptx
Site Accessibility Improvement Project

MIDDLESEX Community College

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