Cape Cod Community College

2014 Strategic Plan

Executive Summary

Following conversations with community and college stakeholders and an assessment of best practices, educational trends, accreditation standards and with state guidance including the Vision Project frameworks, a Strategic Plan has been developed to guide Cape Cod Community College strategic decisions and academic and operational planning through 2020.

The community and college stakeholders included residents, businesses, organizations, students, faculty and staff. The plan focuses on student success, integration of Community and College partnerships, creation of academic and operational excellence and ensuring long term financial stability and sustainability of the institution.

The plan was overseen by a Steering Committee comprising representatives of all stakeholder groups. Members of the Steering Committee were:

Co-chairs
Bob Cody, Dean of Math, Science, Business, Technology and Workforce
Maureen O'Shea, Director of Institutional Research and Planning

Full Time Faculty
Fred Bsharah, Engineering   William Berry, Language and Literature
Mary Sullivan, Mathematics   Kate Martin, History
Paul McCormick, Business   Debra Murphy, Early Childhood Education
Scott Anderson, Art   Laura Seabury, Nursing
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Maryann Stacey, Library   Marybeth Lavenberg, Academic and Student Affairs
Cathy Fraser, Distance Learning   Susan Maddigan, Health, Social and Behavior
                                        Sciences

Community Members
Peter Karlson, Entrepreneur in Residence, Cape Cod Chamber of Commerce
Jay Zavala, President, Falmouth Chamber of Commence
Will Shain, President and Owner, The Alternative Board

Students
John Byron
Anne DiFrancesco
Jeein Kang

The process used to build the strategic plan incorporated surveys and key informant interviews of external stakeholders, department and division meetings within the College along with faculty, staff and student surveys. In addition, coffee hour listening and discussion sessions were held throughout the second half of the Fall 2013 semester. Several College wide forums were also held to define process, provide updates and to provide context for the plan development.   A survey and College wide forum were also held to develop the College mission and vision statements.

A "Google doc" website was also set up as a repository of all information pertaining to the plan. Access to the website was open to all College staff including the ability to comment on the information, plan, process and focus.

Analysis of the input from stakeholders and assessment of the collaborating and supportive data generated five guiding principles under the theme of a commitment to excellence. The guiding principles are –
- Community Engagement and Connectedness
- Innovation
- Operational Effectiveness
- Purposeful Communication
- Student Success

Assessments of the guiding principles with regard to College activities lead to the development of a new mission statement and the creation of a vision statement. The mission statement reflects the continuity of previous strategic plans while the vision statement focuses on the connection to the College's future.

> Mission Statement –
>> Student success is the first priority at Cape Cod Community College. As a teaching and learning community, we provide opportunities and pathways that encourage students to achieve their goals. We enrich our unique region through our work, partnerships and students' achievements.

> Vision Statement –
>> CCCC will be an innovative center for academic excellence and community enrichment that champions student success.

Linking the guiding principles, mission, and vision with an assessment of the College performance in regard to key metrics lead to the development of four College-wide goals and objectives for each:

Goal 1: Empower student success by providing opportunities and pathways to achieve their goals

Objective 1.1: Focus on improving student outcomes of retention, graduation and transfer

Metric	Baseline	Target
Increase fall to fall retention 15%	Fall 2013 47%	Fall 2019 54%
Increase the 6 year ATD success rate 10%	Fall 2013 46%	Fall 2019 50.6%
Increase the annual graduation rates 15%, (part of ATD metric)	FY 2012 24%	FY 2019 28.3%
Increase student engagement 8%, as measured by an average of the 5 CCSSE benchmark scores	Spring 2011 50.46	Spring 2019 54.50

Objective 1.2: Incorporate the student learning outcomes of civic learning and civic engagement into the general education graduation requirements

Metric	Baseline	Target
The student learning outcome of Civic Learning will be incorporated and assessed as a general education requirement.	Fall 2013 Not Applicable	Fall 2019 85% of students will have met the student learning outcomes

Goal 2: Integrate the College and Community through partnerships that achieve shared objectives

Objective 2.1: Create additional community and college connections

Metric	Baseline	Target
Document the number and type of current connections and increase 15%	Fiscal Year 2013-14 TBD	Fiscal Year 2019-20 +15%
Assess the membership and effectiveness of academic program advisory committees	Fall 2014 TBD	Fall 2019 85% of committees will have been assessed and met standards

Objective 2.2: Expand the opportunities for students to be involved with the community via volunteer, service learning, civic engagement and/or workforce experience

Metric	Baseline	Target
Document the number of current opportunities and increase 15%	Fiscal Year 2013-14 TBD	Fiscal Year 2019-20 +15%
Increase the CCSSE average item score on opportunities for engagement outside the classroom 15%	Spring 2011 1.7 Spring 2014: Pending	Spring 2020 1.95

Objective 2.3: Increase college readiness through outreach and partnerships

Metric	Baseline	Target
Increase the percentage of high school graduates in our market area that are college ready as measured by placement test performance of new graduates in the fall term 20%.	Fall 2013 27%	Fall 2019 32%

Goal 3: Create operational and academic excellence through continuous improvement

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Objective 3.1: Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results

Metric	Baseline	Target
Document and increase the percentage of academic programs that have begun and implemented an assessment plan 20%	Fall 2014 % begun TBD % implemented TBD	Fall 2019 % begun +20% % implemented +20%
Document and increase the percentage of full time and part time faculty participating in assessment activities 20%	Fall 2014 % FT TBD % PT TBD	Fall 2019 % FT +20% % PT +20%
Merit NEASC reaccreditation through a successful report and site visit in 2018	Not Applicable	2018 Reaccreditation

Objective 3.2: Develop and implement a systematic process for planning and institutional effectiveness for non-academic departments

Metric	Baseline	Target
Document and increase the percentage of non-academic departments that have designed and implemented a plan for effectiveness and improvement	Fall 2014 % begun TBD % implemented TBD	Fall 2019 % begun +20% % implemented +20%
Increase student satisfaction 8% as measured by an average of the Noel Levitz Study of Student Satisfaction subscales	Fall 2012 5.15	Fall 2020 5.56

Objective 3.3: Develop and implement a systematic process for long-term academic planning, including new programs and allocation of faculty lines

Metric	Baseline	Target
Develop evaluation methods and assess functioning of academic planning process from faculty, student and administration perspective	Fall 2014 Not applicable	Fall 2019 Process will have been assessed and met 85% of standards
Increase the proportion of course sections that are taught by full time faculty 35%	Fiscal Year 2012-13 30%	Fiscal Year 2019-20 40%

Goal 4: Ensure the financial stability and long term sustainability of the institution through a culture of innovation

Objective 4.1: Revise the collegial governance structure to foster collaborative and transparent methods of decision making and resource allocation

Metric	Baseline	Target
Increase PACE survey score on "Institutional Structure" subscale 15%	Fall 2012 3.36	Fall 2019 3.90
Assess functioning of college committees, including new innovation committee with stage and gate process for vetting ideas	Fall 2014 Not Applicable	Fall 2019 85% of committees will have been assessed and met standards

Objective 4.2: Develop resources and infrastructure to meet future challenges

Metric	Baseline	Target
Develop, implement and assess multi-year capital and operating budgets and strategies	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Budgets are assessed to meet 85% of standards
Increase stewardship levels of facility maintenance 50% to reverse impact of deferred maintenance backlog.	Fiscal Year 2012-13 $757,000	Fiscal Year 2019-20 $1,135,000
New Science building and renovation of existing space will be fully funded and completed	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Construction completed on-time and within budget
Develop, implement and assess enrollment management and projection process	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Process is assessed to meet 85% of standards

Objective 4.3: Develop and implement clear and accessible policies and procedures

Metric	Baseline	Target
Review current policies and develop a comprehensive policy and procedures manual	Fall 2014 Not Applicable	Fall 2015 Web-based document
Assess faculty, staff and student knowledge of and satisfaction with new policies and procedures	Fall 2014 Not Applicable	Fall 2019 85% of policies and procedures met standards

Objective 4.4: Strengthen College-wide communications.

Metric	Baseline	Target
Develop, implement and assess new communication methods and tools	Fall 2014 Not Applicable	Fall 2019 85% utilization and satisfaction of faculty, staff and student with communication tools.

The implementation focus will largely be at the Division/Department level. An implementation Steering Committee will be composed of members of the Strategic Plan Steering Committee to ensure linkage of the Division and Department strategies to the overall plan and to act as resources to connect the context and data points to ensure relevancy in each Division/Department activities.

Individual divisions and departments will be responsible for developing strategies and activities to align their activities with the College wide goals and each goal's objectives. Individual divisions and departments will also be tasked with tracking the outcomes and making changes in their strategies based on measured data to ensure continuous improvement in the performance and scope of their activities as they pertain to meeting the goals.

As necessary, College wide task forces will be formed to help define best practices and act as a resource to the College at-large in key target areas. For example, to support Goal 1, a Student Retention Task Force has been formed as of Spring 2014. The task force is charged with:
• Examining different College program and initiative retention rates to gather an understanding of effective practices and strategies across academic and support departments.
• Reviewing the literature, retention initiatives and best practices from our peer and aspirational institutions.
• Leading and coordinating retention strategies across the College.
• Recommend a comprehensive "portfolio" of retention initiatives by June 2014.

The task force will continue to coordinate efforts through December 2014. During the Fall 2014, the efforts will be examined and culminate in a recommendation on how to move forward to maximize student retention rates.

The strategic plan will be reviewed annually in terms of updated metrics to assess progress toward the College wide goals and objectives. Each division and department will report on interim measures and contribute to the annual update and review of the plan. The goals and objectives of the plan will also be reviewed annually to ensure that plan is still relevant and functions well to provide guidance on priorities. The strategic plan is designed to be a living document, adaptive and flexible, and will be revised if necessary.

To effectively monitor progress, a strategic planning organizational and tracking software tool will be utilized to integrate and align departmental plan and activities into the overall College plan. The system, Weave Engaged, will be purchased in Spring 2014 and information from be each division/department will be entered into the software system as their plans are developed. This will also foster collaboration and coordinate activities across divisions and departments. The Office of Institutional Research and Planning will coordinate the implementation and documentation of the implementation of the strategic plan.

Cape Cod Community College
2014 Strategic Plan

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<u>CCCC Board of Trustees Strategic Plan Sub-Committee</u>
Ralph F. Cahoon III   Susan Fernald
Behavioral Health Clinician   Home Instead – Senior Care
Community Health Center of Cape Cod   Marketing & Community Service

Christopher Oddleifson   Dorothy Savarese
President and CEO   President and CEO
Rockland Trust Company   Cape Cod Five Cents Savings Bank

Process

Cape Cod Community College (CCCC), founded in 1961, delivers educational programs and services to meet the diverse needs of the residents of Cape Cod, Martha's Vineyard, Nantucket and Plymouth County. Approximately 8,000 individuals take courses at CCCC each year. CCCC has undergone significant changes in administration in the last five years, including a new president as of July 2012, Dr. John L. Cox, Ed.D, CPA.

In Spring 2013, CCCC began a process to update the strategic plan, including a revised mission statement and a vision statement, to define the direction and priorities for the College for the next 5 years and beyond. The process of developing the plan was designed to be open and inclusive, engaging a wide spectrum of internal and external stakeholders. The steering committee included members of the regions served by the college, full-time and adjunct faculty, administrators, members of the professional staff and support staff, as well as students at the college. A website, https://sites.google.com/site/4csp1314/home, was set up to allow college-wide access to all planning documents, including calendars, survey results, college data, regional reports and studies on best practices. Data and information gathered throughout the process was shared with the college community in formal and informal settings, and through regular email updates. There were specific meetings designed to foster conversations in large and small groups, as well as several mechanisms set up for open-ended comments. The Board of Trustees was provided updates at monthly meetings and a subcommittee of the college's Board of Trustees was formed and consulted. All levels of the college community were invited to contribute their thoughts and ideas.

These methods of information gathering and sharing included:
    Spring 2013:
        • Faculty/Staff Survey
        • Initial College Wide Forum
        • Data scan and review of best practices
    Summer 2013
        • Community Survey
        • Community Key Informant Forums and Interviews
    Fall 2013
        • Student Survey
        • Student Focus Groups
        • Department and division meeting discussions
        • Series of coffee hour "listening sessions"
        • College wide forum
        • Faculty/staff surveys on mission/vision revision
        • Forum on mission/mission revision

Guiding Principles
The guiding principles were developed to summarize the data gathered through early Fall 2013, and to begin a discussion on the direction that the strategic plan goals would ultimately take. As such, they functioned as an interim step to reflect on the process in development. The new mission, vision and strategic goals have incorporated each of the guiding principles in different forms.

Within an overall commitment to excellence, the guiding principles are:
- Community Engagement & Connectedness
- Innovation
- Operational Effectiveness
- Purposeful Communication
- Student Success

In early Spring 2014, the steering committee and the board sub-committee approved College-wide goals and objectives for the plan. A draft of strategic plan was circulated to faculty, staff and the Board of Trustees for comments, and a forum on the draft was held. The strategic plan was presented at College Meeting on March 24, 2014. Following approval by the Board of Trustees at their meeting March 24, 2014 the plan was adopted. There is an implementation plan that will begin in Spring 2014, including annual updates, The strategic plan is designed to be a broad framework to align the goals and objectives of each area of the College and to be a flexible document in order to ensure continued relevance. Cape Cod Community College will continue its efforts to provide a high quality academic experience to all students.

Background Information

National Context

The national higher education picture is evolving. The underlying issues at the root of the change are deemed critical to long term success and are projected to remain in discussion for some time -- declining public funding, changing demographics, advancing technology, and a tough job market. Some of the main issues include:

- Accountability
  Increased accountability in higher education has been a significant national issue over the past two decades, prompted by rising college costs, disappointing retention and graduation rates, concerns from employers that college graduates do not have the knowledge and skills needed to succeed in the workplace, along with persistent questions about the quality of learning and value that higher education provides to students.

  Subsequently, higher education has been under pressure to increase transparency, control rising costs, clearly demonstrate student learning outcomes and adopt performance based benchmarks that clearly show whether students succeed at a given institution.

- Evolving pedagogy
  At the same time, colleges are being asked to change their approach to pedagogy. Educational research shows that interactive problem-based learning, active learning and the use of systematic formative assessment to provide ongoing feedback work best for most students and needs to be adopted in the classrooms. Additionally, given the rise in online information and course offerings, the trend is for colleges and faculty to no longer be seen as owners of knowledge, but rather as facilitators of the learning process.

- Growing role of Community Colleges
  The role of Community Colleges grew significantly in the last decade. Community Colleges now enroll almost half of all undergraduate students in the country and have

become essential for workforce training and retraining of unemployed workers (Source: www.aacc.nche.edu).

- o Labor and workforce: Massachusetts is increasingly viewing the public higher education system as a critical asset and contributor to the Commonwealth's Innovation Economy, and to workforce training needs. The Department of Higher Education's (DHE) goal is for all community colleges to become more flexible in their ability to meet the workforce needs of their students and employers. To that end, the DHE continues to focus on strengthening collaborations that improve workforce training outcomes, including partnerships with the Executive Office of Labor and Workforce Development (EOLWD)), the Workforce Investment Board (WIB) and local employers, to ensure that workforce initiatives on campuses meet the needs of the students and the local economy.

State Context: Massachusetts Department of Higher Education

The Massachusetts's Department of Higher Education Vision Project, a public agenda for higher education in Massachusetts, calls for Massachusetts to produce the best-educated citizenry and workforce in the nation. The core of the Vision Project consists of six outcomes, each with metrics to track progress at the state, sector and college level. The outcomes are:

- College participation: Raise the percentage of high school graduates going to college-and the readiness of these students for college-level work.
- College Completion: Increase the percentage of students who complete degree and certificate programs.
- Student Learning: Achieve higher levels of student learning through better assessment and more extensive use of assessment results.
- Workforce Alignment: Align occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.
- Preparing Citizens: Provide students with the knowledge, skills and dispositions to be active, informed citizens.
- Eliminating Disparities: Close achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress.

Additionally, Mass DHE is also moving toward a performance based funding model that will base up to half of state funding for community colleges on performance relative to other community colleges on selected outcome metrics. This funding model is evolving and will be fully implemented by 2017. The current performance allocation formula is based on the weighted average of these variables:

College Completion Variables & Weight in Funding Formula	
Certificate Completion	10%
Associate Completion	15%
Transfers Above 24 student credit hours	5%
30 Credits Hours	5%
Completions: English	7%
Completions: Math	8%
Awards per 100 Full-Time Equivalents	5%
ATD* Success Rate (3 Year Average)	45%

*ATD=Achieving the Dream (see text)

These metrics build on the Massachusetts Linear Trends for Community Colleges that have been used for several years to track the performance of community colleges in the Commonwealth. The Achieving the Dream (ATD) initiative has created the ATD success rate to more fully represent positive outcomes of community college students. The ATD success rate includes students that have graduated, transferred to four year schools or who are still enrolled at the community colleges as a successful outcome.

Regional Context

CCCC is located in the geographically isolated region of Cape Cod, MA. The majority of the students (92%) reside in Barnstable County with a 2010 population of 215,888. Eight percent of the student population is drawn from Plymouth County. With a population of 494,919, Plymouth County is an increasingly important service area to the College. The College also serves the residents of the islands of Nantucket and Martha's Vineyard.

Population

A comparison of the 2000 and 2010 census data show a -2.9% decline in the population of Barnstable County, compared to a 4.7% increase in the population of Plymouth County, and 3.1% growth in Massachusetts. A comparison over a twenty year period from 1990 to 2010 demonstrates a 15.7% increase in Barnstable County population compared to a 13.7% increase in Plymouth County and an 8.8% increase in Massachusetts. In a longer term view, the recent decreases in the Barnstable County population represent a slight decline after a 40+ year period of exponential growth. The chart below provides more detail on comparative changes in population over time.

| Population over Time	Massachusetts	Barnstable	Plymouth
2010	6,547,629	215,888	494,919
2000	6,349,097	222,230	472,822
1990	6,016,425	186,605	435,276
1980	5,737,093	147,925	405,437
1970	5,689,170	96,656	333.313
2000 to 2010 % change	3.1%	-2.9%	4.7%
1990 to 2010 % change	8.8%	15.7%	13.7%
1970 to 2010 % change	15.1%	123.4%	48.5%

Source: www.statscapecod.org

Barnstable County trends in the past 10 years show a shift toward an older population and fewer families and school-aged children. The change in population by age groups from 2000 to 2010 indicates a steeper decline in the under 15 and 25-44 year old groups in Barnstable County than in the state or Plymouth County. In Barnstable County, the current college aged population, included in the 15-24 year cohort, increased by 10.9% between 2000 and 2010. The impact of this demographic shift on college enrollment will be more significant in coming years, as the current school aged population approaches college age.

Change in Population by Age Groups, 2000 to 2010			
	Massachusetts	Barnstable	Plymouth
Under 15	-8.0%	**-20.9%**	-12.1%
15-24	14.4%	10.9%	8.7%
25-44	-12.9%	**-26.8%**	-21.1%
45-54	15.9%	4.8%	12.9%
55-64	47.0%	39.7%	45.7%
65+	4.9%	5.1%	16.9%

Source: U.S. Census Bureau, Census 2000 & 2010

CCCC Enrollment Trends & Changing Demographics
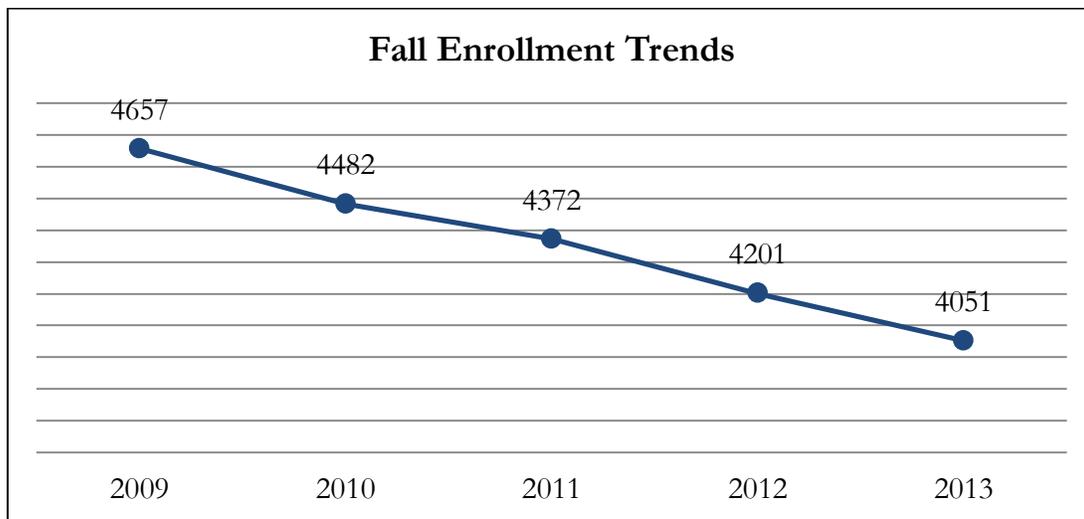
Fall enrollment at CCCC has declined 2.5% to 3.8% each fall term since 2009. Two factors may have contributed to this decline, the economic recession and the changing demographics of Barnstable County. However, neither factor can fully explain the steepness of the decline, nor the continuing trend.

The economic recession that began in 2008 negatively affected enrollment across all Massachusetts's community colleges beginning in 2009. However, enrollment has largely recovered at other colleges, but has not recovered at CCCC. Comparisons for fall enrollment for the other community colleges are not available, but the annual student FTE (full-time equivalents) demonstrate the same trends. The three-year average change in annual FTE increased an average of 4% for all Massachusetts's community colleges, while the three-year average change in FTE for CCCC decreased 2%. (Appendix A)

The second factor, the changing demographics of the college service area, is discussed in general above. To understand the impact of demographics on these enrollment trends, a more detailed analysis is helpful. The chart below compares the change in the population from 2009 to 2012 by age group with the change in enrollment at CCCC by age group.

Population and Enrollment by Age Group Percent Change from 2009 to 2012		
	Barnstable County Population*	CCCC Enrollment
Under 18 years	-7.8%	-68.5%
18 to 19 years	**-10.4%**	**-20.2%**
20 to 24 years	-2.5%	0.4%
25 to 34 years	14.8%	9.3%
35 to 44 years	-16.9%	-5.6%
45 + years	0.1%	3.8%
Total	**-2.5%**	**-5.6%**

*Population Data Source: U.S. Census Bureau, ACS Estimates 2009 & 2012

For recent high school graduates, the 18-19 year old age group, there is a population decrease of 10%. However, the enrollment decrease in this age group is -20.2% - double the population decrease. For the other age groups, there are varied patterns of population and enrollment changes that suggest that changes in population are not the most significant factor driving changes in enrollment. Population changes may become a more significant factor in future years if school enrollment patterns hold and high school graduating classes shrink.
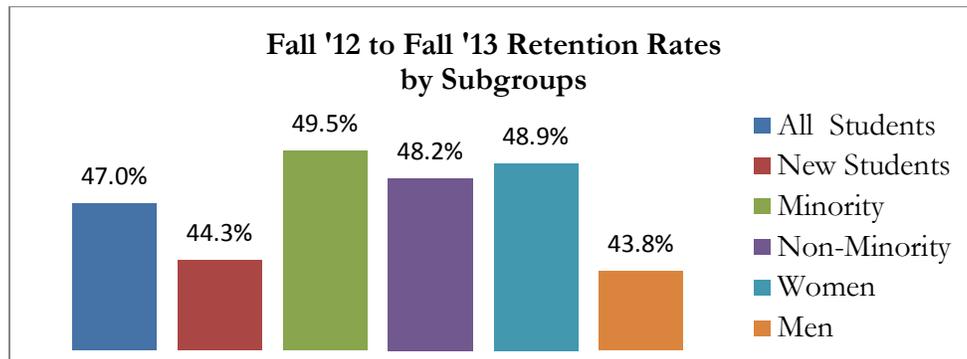
Diversity

One of the Massachusetts Department of Education Vision Project goals is to "Eliminate Disparities: Close achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress". In terms of representation of diverse racial and ethnic groups on campus, the composition of the CCCC student body and faculty/staff is more racially and ethnically diverse than the majority of our service area. As of Fall 2013, 8% of CCCC students is drawn from Plymouth County. CCCC students are more diverse than Plymouth County with a higher percentage of Hispanic students (7 versus 3%) but a lower percentage of black students (5 versus 9%).
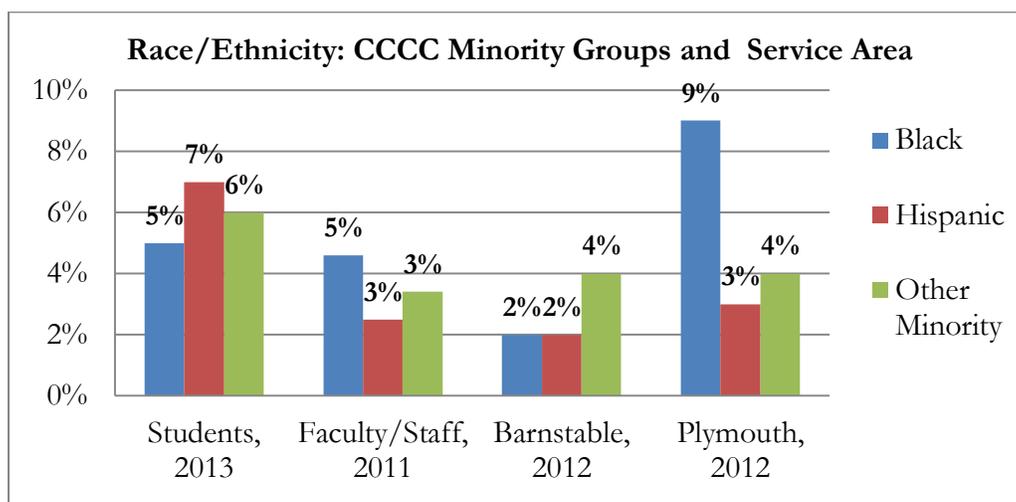
CCCC disaggregates student outcome data by diversity groups in order to track achievement gaps. For some groups, small numbers result in unstable rates, especially when tracking cohorts

of students over time. In the retention rates below, there were no differences in rates by ethnicity, so minority students were collapsed as one group to allow a comparison of rates with other subgroups. The only diversity subgroup with lower fall to fall retention rate trends than the average rate is male students. New students also have lower retention rates than average.

Fall '12 to Fall '13 Retention Rates by Subgroups

Subgroup	Rate
All Students	47.0%
New Students	44.3%
Minority	49.5%
Non-Minority	48.2%
Women	48.9%
Men	43.8%

Workforce

The College prepares students to transfer to four-year colleges or to enter the workforce directly with a certificate or associate's degree. There is a strong commitment to the value of a broad education with outcomes valued by employers, such as observation, critical thinking, problem solving and communication skills. In addition, the College offers more specific skill based degrees and certificates that offer more immediate workforce skills, along with the option of continued education. In keeping with the Massachusetts DHE emphasis on meeting labor market demands, the College is committed to preparing students in industry areas of growth in the CCCC service area, Massachusetts and beyond. Detailed industry level data on areas of growth are available at the state, but not regional level. More specific information on workforce needs is gathered through discussions, forums and surveys conducted with local employers.

As of 2009, the three largest sectors of employment on Cape Cod and the Islands reflect the tourist economy on the Cape:

Leisure and hospitality	19%
Retail trade	17%
Health care and social assistance	15.2%

The two largest sectors have lower average wages and contribute to higher unemployment rates in the off-season. Creation of higher wage, year-round jobs has been identified as a key component of ongoing economic activity throughout the region.

Source: Massachusetts Department of Workforce Development:
Annual Profile for Cape and Islands Workforce Area. May 2010

The Cape Cod economy has also traditionally been dominated by small, locally owned businesses. As of 2009, 62% of establishments employed fewer than 5 people, 30% had between 5 and 19 employees, 7% between 20 and 99 employees and 1% with over 100 employees.

(Source: www.statscapecod.org)

<div align="center"><u>Competition</u></div>

There are 14 colleges in our service area that offer one or more programs to students that compete with CCCC curricula. Bridgewater State University is pursuing a location on Cape Cod in South Yarmouth. There are other initiatives in progress to locate additional higher education services on the Cape. This is a target market for higher education, signaling that CCCC enrollment does not reflect a saturated market penetration. The availability of online courses, some at very little or no cost, creates additional competition that extends beyond geographic boundaries.
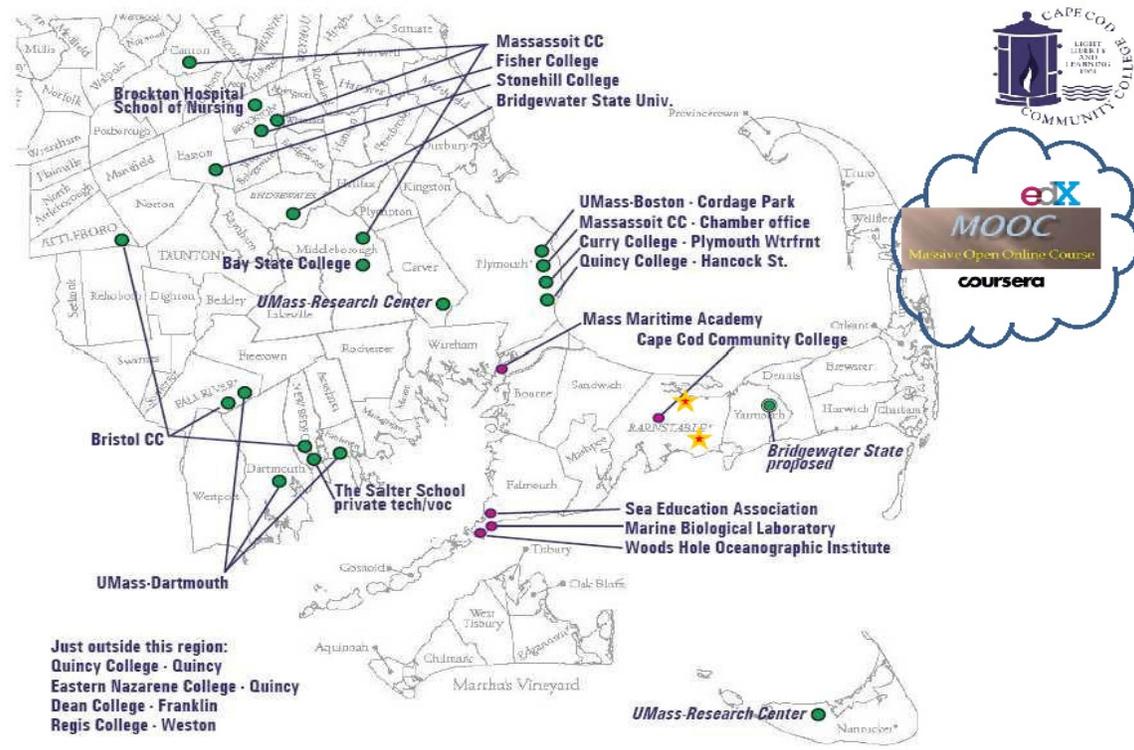
Cape Cod Community College Information

<u>2012 Five-Year Interim Report to New England Association of Schools and Colleges (NEASC)</u>

CCCC is accredited by The New England Association of Schools and Colleges (NEASC). Accreditation requires demonstration that the college meets the NEASC Standards of Accreditation and complies with its policies. The Standards establish criteria for institutional quality, set expectations for excellence, continuous improvement and increasing effectiveness. The goals of the Strategic Plan are aligned with the NEASC standards. A full description of each of the NEASC Standards of Accreditation is in Appendix B.

The CCCC 2012 Interim Report to NEASC addressed the efforts of the College to meet the NEASC Standards of Accreditation, and provided a valuable needs and asset assessment of the functioning of the College. Based on an appraisal of the College's performance on each standard, the report summarized the commitments of CCCC for the next five years:

- Develop a new strategic plan that includes a revised mission statement that articulates the needs and priorities of the College. We will use this plan as the basis for all planning, decision-making, and resource allocation.
- Identify factors that impact course completion, persistence, and graduation. We will work with key stakeholders to develop a systematic campus wide approach for identifying and proposing new retention initiatives. We will develop a process to assess the effectiveness of new and existing initiatives on assessment.
- Create a formal hiring plan driven by the Strategic Plan. We will strive to hire full-time faculty based on this plan and formalize a process for mentoring all new faculty, full time and adjunct.
- Establish an IT decision-making model and plan aligned with the Strategic Plan that allows for the input of all stakeholders.
- Use technology, such as the College website and social media, to improve communication and public disclosure.
- Strengthen online learning by providing stronger support systems for students, staff, and faculty and ensuring there is sufficient staffing to meet growing needs.
- Seek out and expand partnerships in line with the College mission that expand opportunities for student success.
- Improve workforce development and academic pathways by reviewing and revising degree programs to meet the expectations of MassTransfer and prepare students for success at transfer schools. We will clearly define the differences between 100 and 200 level courses.
- Support and sustain our goal of "data-driven decision making" by providing professional development on institutional research to faculty and staff.

These commitments informed the development of the high level, college-wide goals of the strategic plan. Many represent more specific objectives and strategies that can be operationalized within the appropriate division or department to achieve the goals of the plan.

Facilities: New Science Building and Sitelines Facilities Evaluation Report:
A 2012 assessment by the Sitelines Consulting Group provided an analysis of the annual and deferred maintenance costs associated with CCCC campus facilities, including comparisons with other community colleges in Massachusetts and nationwide. In addition, the report provided data and comparisons on two measures of operations success, operational effectiveness and service. In general, the conclusions noted that:
- The majority of CCCC space is in the "high risk" age profile, creating major capital needs and operational strain on facilities
- Stewardship levels increased in FY12, but remain below recommended levels. Total project funding fell below the target, increasing total backlog
- CCCC is in a "catch up" stage where buildings require more significant repairs, major building components are in jeopardy of complete failure and large scale capital infusions or renovations are inevitable.

The report estimated the costs of upcoming capital improvements for campus facilities at over $50 million. It is unclear if these costs will be a state budget priority in coming years.

In October 2013, Governor Deval Patrick announced a $36 million commitment for a new science building at CCCC. It is estimated to be built within a 5 year time frame. A study for fundraising capacity for a major capital campaign to raise the additional funds needed to fully fund the

science building and renovation of the existing science building was begun by the Foundation of Cape Cod Community College in Spring 2014.

As the strategic plan is operationalized in each department, the Division of Finance and Operations will incorporate these results into a long range facilities and capital improvement plan.

CCCC Student Outcomes & Benchmarks

The Massachusetts Community Colleges: Key Performance Indicator Linear Trends annual report compiled by the DHE provides benchmarking comparisons with Massachusetts community colleges on measures of access and affordability, student success, workforce needs and cost effective use of resources (see Appendix A). The student success metrics and CCCC ranking as compared to the other 14 community colleges is below:

Metric	CCCC Rank (out of 15)
Annual Credit Course Completion Rate, Fiscal Year 2012	13
First Year Retention Rate, Fall 11 to Fall 12	12
Fall to Spring Persistence Rate, Fall 11 to Spring 12	14
6-Year Success Indicator, 2003 Cohort	15
6-Year Success Indicator, 2004 Cohort	14
6-Year Success Indicator, 2005 Cohort	13
Nursing Exam Pass Rate (RN Exam) Fiscal Year 2011	6

The student success metrics provide the foundation for the pending performance based funding formula. Two of the most important metrics in terms of funding and representing student success are presented in more detail.

Retention

CCCC lags behind the average retention rate for community colleges in the state. The low retention rate is a contributor to declining enrollment. The benchmarking metric (chart below) is for first time, full time students and does not include the part-time students. There is a two point increase in retention from 2011 to 2012, reversing a 4 year decline and slightly narrowing the gap between CCCC and Massachusetts Community Colleges (MA CC). Part time students generally have lower retention rates.

5 Year Trend Fall to Fall Retention
First Time, Full Time Students
CCCC & MA Community Colleges Comparison
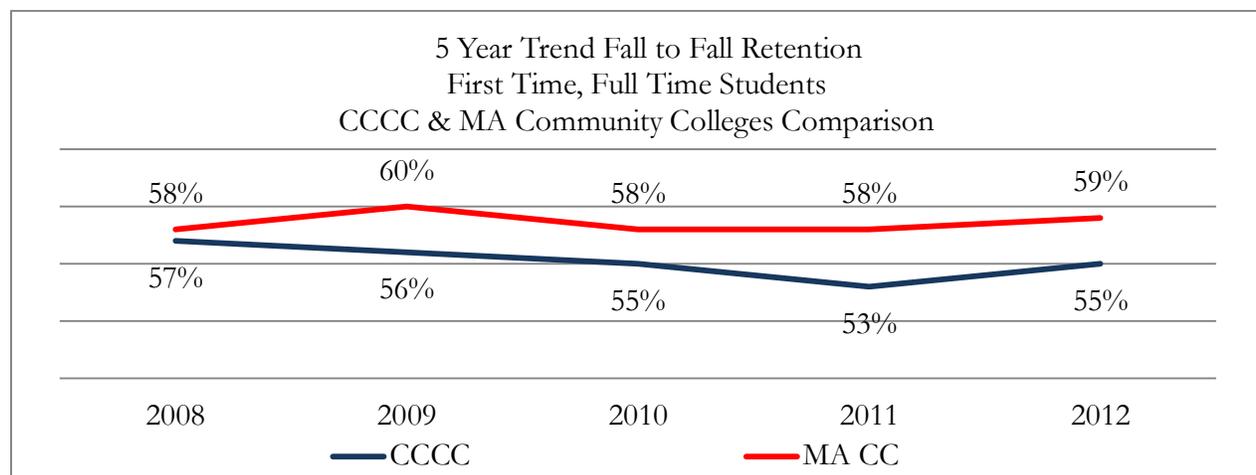
<p style="text-align:center">Community College 6-Year Success Indicator</p>

The 6-Year Success Indicator tracks a cohort of new students and examines their outcomes after 6 years. Success is defined as graduation, transfer, completed 30 credits or still enrolled at any Massachusetts community college after 6 years of beginning at CCCC. This is conceptually similar to the ATD (Achieving the Dream) metric that will be an important metric in the performance funding model. This is a "capstone" success metric that accurately reflects the community college mission with a longer time frame that allows for students' complex attendance patterns. The time lag for data limits its usefulness for quality improvement, and thus requires monitoring of more sensitive interim measures.
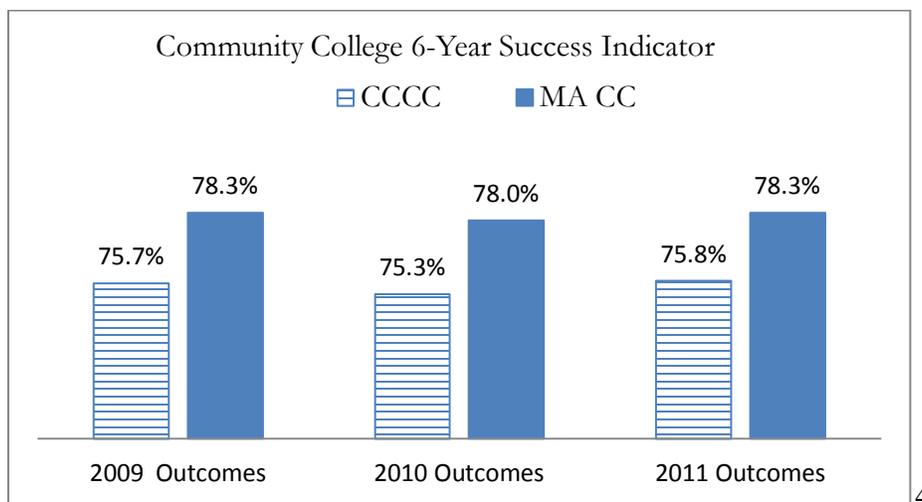
For the three years of data that are available, CCCC and MA CC 6-year success rates have been essentially unchanged and CCCC lags behind the community college average about 2.5 percentage points.

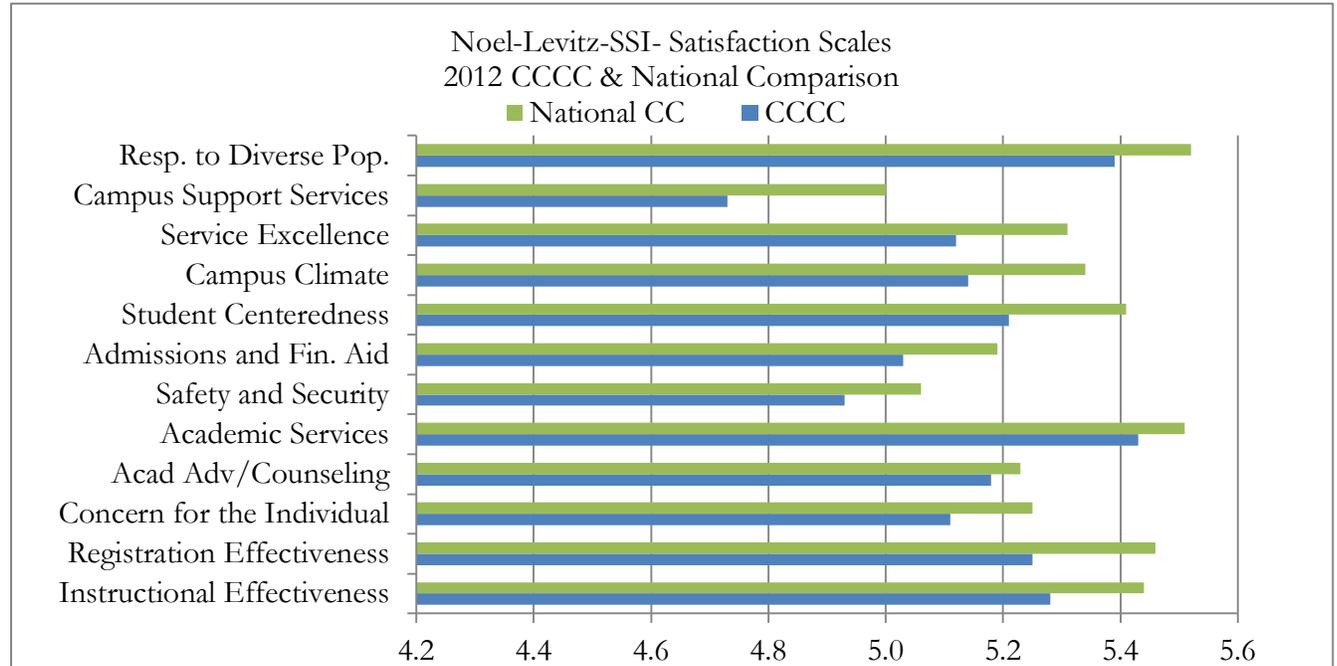<p style="text-align:center">CCSSE and Noel-Levitz SSI</p>

CCCC regularly surveys students regarding their engagement and satisfaction with two nationally benchmarked instruments specifically designed for community colleges. The Community College Survey of Student Engagement (CCSSE) was last conducted in Spring 2011. While a low participation rate limits the confidence in results, three subscale scores were below the standardized benchmark average of 50, and two subscales were above the benchmark average.

<p style="text-align:center">CCSSE 2011 Subscale Scores
50=standardized benchmark</p>

Active and Collaborative Learning	49.1
Student Engagement	48.4
Academic Challenge	48.7
Student Faculty Interaction	55.1
Support for Learners	51.0

The Noel Levitz Student Satisfaction Inventory (NL-SSI) was last conducted on campus Fall 2012. The chart below compares CCCC student satisfaction on each subscale to the national

community college benchmark. CCCC lags behind the national benchmark on every scale. All differences in satisfaction are statistically significant, except for satisfaction with academic advising/counseling.

Noel-Levitz-SSI- Satisfaction Scales
2012 CCCC & National Comparison
■ National CC   ■ CCCC

Chart categories (top to bottom):
- Resp. to Diverse Pop.
- Campus Support Services
- Service Excellence
- Campus Climate
- Student Centeredness
- Admissions and Fin. Aid
- Safety and Security
- Academic Services
- Acad Adv/Counseling
- Concern for the Individual
- Registration Effectiveness
- Instructional Effectiveness

X-axis: 4.2, 4.4, 4.6, 4.8, 5.0, 5.2, 5.4, 5.6

In addition to these broad themes, there is rich data that can be utilized at a more detailed level as we operationalize the goals and objectives of the strategic plan.

Strategic Plan Data Scan Results

As outline in the process above, the strategic plan steering committee sought input on the strategic plan from our internal and external stakeholders. Analyses of the information gathered are collected in Appendix C. Consistent themes emerged from the information gathered. Faculty, staff, students and the external community expressed that:

- There is a true feeling of caring and commitment to student success across campus
- The College needs to continue to embrace its complex role of meeting many diverse community needs
- The College has an important role and responsibility to our unique Cape Cod location
- In general, the college has excellent faculty and relevant programs, but the quality is inconsistent
- There are significant challenges of engagement on campus
- The College is not current and is not as responsive to community needs as it should be
- Lack of clear processes and procedures are a source of frustration
- There needs to be more communication, internally and externally
- The community is not fully aware of what the college offers
- The community wants to be more involved with the College
- There is a general sense that the College has much potential that has not yet been met

Several of the themes that emerged from the strategic plan surveys and focus groups were substantiated by other college data, such as the CCSSE and NL-SSI discussed above. In addition,

the Personal Assessment of the College Environment (PACE) survey was administered to faculty and staff in December 2012. The overall results indicated a healthy campus climate, with the category of "student focus" receiving the highest score and the category of "institutional structure" received the lowest score. This category includes items about communication, organization and processes. Normative data also indicated that CCCC is below average for this category.

Strategic Plan

The basis of the plan was an appraisal of the data and information about the College that concludes that CCCC is in a cycle of declining enrollment and decreasing effectiveness in an increasingly demanding and competitive environment. The College is at a critical crossroads and there is an urgent need to adopt more effective strategies and systematic processes to maximize extremely limited resources, while retaining the sense of caring and deep commitment to teaching and student success. The strategic plan builds on the strengths of the College and acknowledges the weaknesses in order to provide focus. The strategic plan is designed as a high-level framework to align the objectives and strategies of each division and department with the Collegewide goals of the plan. In addition, there will be mechanisms for collaboration across functional areas of the College to coordinate efforts and address more systemic strategies. As the College works together to address the goals, there will be accountability at all levels to meeting the goals and objectives.

Mission and Vision
The revised mission of the College reflects continuity with the prior mission, and focuses more clearly on the essential elements of the work of the College. The College did not previously have a vision statement.

Mission Statement -
> Student success is the first priority at Cape Cod Community College. As a teaching and learning community, we provide opportunities and pathways that encourage students to achieve their goals. We enrich our unique region through our work, partnerships and students' achievements.

Vision Statement -
> CCCC will be an innovative center for academic excellence and community enrichment that champions student success.

The College Wide Goals and Objectives

Linking the data scan and the guiding principles with an assessment of the College performance led to the development of four College wide goals and objectives for each. The goals are designed to address each area of focus in the mission statement, and to lay the foundation for working toward the vision.

The College wide goals and objective provide a broad framework that will help align priorities and guide decision making. Strategies to accomplish the College wide goals and objectives will be developed at the division and department level with timelines and measureable outcomes. The individual divisions and departments will be responsible for the implementation and outcomes of the strategies. The College wide goals and objectives are outlined below.

Goal 1: Empower student success by providing opportunities and pathways to achieve their goal

> Objective 1.1: Focus on improving student outcomes of retention, graduation and transfer
> Objective 1.2: Incorporate the student learning outcomes of civic learning and civic engagement into the general education graduation requirements

Goal 2: Integrate the College and Community through partnerships that achieve shared objectives

> Objective 2.1: Create additional community and college connections

> Objective 2.2: Expand the opportunities for students to be involved with the community via volunteer, service learning and/or workforce experience

> Objective 2.3: Increase college readiness through outreach and partnerships

Goal 3: Create operational and academic excellence through continuous improvement

> Objective 3.1: Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results

> Objective 3.2: Develop and implement a systematic process for planning and institutional effectiveness for non-academic departments

> Objective 3.3: Develop and implement a systematic process for academic planning

Goal 4: Ensure the financial stability and long term sustainability of the institution through a culture of innovation

> Objective 4.1: Revise the collegial governance structure to foster collaborative and transparent methods of decision making and resource allocation

> Objective 4.2: Develop resources and infrastructure to meet future challenges

> Objective 4.3: Develop and implement clear and accessible policies and procedures

> Objective 4.4: Strengthen College-wide communications

College Wide Goals, Objectives and Metrics

Each goal and objective has metrics designed to assess if the objective and goal has been met at the College level. Many of the metrics do not have baseline data readily available and these missing baselines will be established by the end of Fall 2014. These are noted in the chart below by TBD (to be determined). All other baselines are the latest available information. The target dates for the metrics are based on the academic year of 2019-2020, given that many strategic plan activities will not begin until Fall 2014 or later. Ambitious targets were set for the metrics to increase performance by 10-20% by 2019-2020. This percentage increase was chosen based upon the increase needed to bring CCCC performance to the average or just above average on the metrics that have benchmarks with other community colleges. The annual review of the plan will examine progress toward metrics and assure that the metrics and the targets remain relevant.

Goal 1: Empower student success by providing opportunities and pathways to achieve their goals

Objective 1.1: Focus on improving student outcomes of retention, graduation and transfer

Metric	Baseline	Target
Increase fall to fall retention 15% in 5 years	Fall 2013 47%	Fall 2019 54%
Increase the 6 year ATD success rate 10%	Fall 2013 42%	Fall 2019 46%
Increase the annual graduation rates 15%, measured as fiscal year awards per 100 FTE's .	FY 2012 24.6	FY 2019 28.3
Increase student engagement 8%, as measured by an average of the 5 CCSSE benchmark scores	Spring 2011 50.46	Spring 2019 54.50

Objective 1.2: Incorporate the student learning outcomes of civic learning and civic engagement into the general education graduation requirements

Metric	Baseline	Target
The student learning outcome of Civic Learning will be incorporated and assessed as a general education requirement.	Fall 2013 Not Applicable	Fall 2019 85% of students will have met the student learning outcomes

Goal 2: Integrate the College and Community through partnerships that achieve shared objectives

Objective 2.1: Create additional community and college connections

Metric	Baseline	Target
Document the number and type of current connections and increase 15%	Fiscal Year 2013-14 TBD	Fiscal Year 2019-20 +15%
Assess the membership and effectiveness of academic program advisory committees	Fall 2014 TBD	Fall 2019 85% of committees will have been assessed and met standards

Objective 2.2: Expand the opportunities for students to be involved with the community via volunteer, service learning, civic engagement and/or workforce experience

Metric	Baseline	Target
Document the number of current opportunities and increase 15%	Fiscal Year 2013-14 TBD	Fiscal Year 2019-20 +15%
Increase the CCSSE average item score on opportunities for engagement outside the classroom 15%	Spring 2011 1.7 Spring 2014: Pending	Spring 2020 1.95

Objective 2.3: Increase college readiness through outreach and partnerships

Metric	Baseline	Target
Increase the percentage of high school graduates in our market area that are college ready as measured by placement test performance of new graduates in the fall term 20%.	Fall 2013 27%	Fall 2019 32%

Goal 3: Create operational and academic excellence through continuous improvement

Objective 3.1: Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results

Metric	Baseline	Target
Document and increase the percentage of academic programs that have begun and implemented an assessment plan by 20%	Fall 2014 % begun TBD % implemented TBD	Fall 2019 % begun +20% % implemented +20%
Document and increase the percentage of full time and part time faculty participating in assessment activities 20%	Fall 2014 % FT TBD % PT TBD	Fall 2019 % FT +20% % PT +20%
Merit NEASC reaccreditation through a successful report and site visit in 2018	Not Applicable	2018 Reaccreditation

Objective 3.2: Develop and implement a systematic process for planning and institutional effectiveness for non-academic departments

Metric	Baseline	Target
Document and increase the percentage of non-academic departments that have designed and implemented a plan for effectiveness and improvement	Fall 2014 % begun TBD % implemented TBD	Fall 2019 % begun +20% % implemented +20%
Increase student satisfaction 8% as measured by an average of the Noel Levitz Study of Student Satisfaction subscales	Fall 2012 5.15	Fall 2020 5.56

Objective 3.3: Develop and implement a systematic process for long-term academic planning, including new programs and allocation of faculty lines

Metric	Baseline	Target
Develop evaluation methods and assess functioning of academic planning process from faculty, student and administration perspective	Fall 2014 Not Applicable	Fall 2019 Process will have been assessed and met 85% of standards
Increase the proportion of course sections that are taught by full time faculty 35%	Fiscal Year 2012-13 30%	Fiscal Year 2019-20 40%

Goal 4: Ensure the financial stability and long term sustainability of the institution through a culture of innovation

Objective 4.1: Revise the collegial governance structure to foster collaborative and transparent methods of decision making and resource allocation

Metric	Baseline	Target
Increase PACE survey score on "Institutional Structure" subscale 15%	Fall 2012 3.36	Fall 2019 3.90
Assess functioning of college committees, including new innovation committee with stage and gate process for vetting ideas	Fall 2014 Not Applicable	Fall 2019 85% of committees will have been assessed and met standards

Objective 4.2: Develop resources and infrastructure to meet future challenges

Metric	Baseline	Target
Develop, implement and assess multi-year capital and operating budgets and strategies	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Budgets are assessed to meet 85% of standards
Increase stewardship levels of facility maintenance 50% to reverse impact of deferred maintenance backlog.	Fiscal Year 2012-13 $757,000	Fiscal Year 2019-20 $1,135,000
New Science building and renovation of existing space will be fully funded and completed	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Construction completed on-time and within budget
Develop, implement and assess enrollment management and projection process	Fiscal Year 2013-14 Not Applicable	Fiscal Year 2019-20 Process is assessed to meet 85% of standards

Objective 4.3: Develop and implement clear and accessible policies and procedures

Metric	Baseline	Target
Review current policies and develop a comprehensive policy and procedures manual	Fall 2014 Not Applicable	Fall 2015 Web-based document
Assess faculty, staff and student knowledge of and satisfaction with new policies and procedures	Fall 2014 Not Applicable	Fall 2019 85% of policies and procedures met standards

Objective 4.4: Strengthen College-wide communications

Metric	Baseline	Target
Develop, implement and assess new communication methods and tools	Fall 2014 Not Applicable	Fall 2019 85% utilization and satisfaction of faculty, staff and student with communication tools.

Goal Alignment with Massachusetts Department of Higher Education Vision Project Goals

CCCC is committed to fully supporting the Massachusetts's Department of Higher Education Vision Project. The College wide goals are designed to align with the 6 outcomes of the Vision Project and to provide data that is consistent with the Vision Project metrics. The chart below details the direct correspondence of the CCCC College wide goals with the DHE Vision Project Outcomes.

CCCC College-Wide Goal	Vision Project Outcomes					
	College Participation	College Completion	Student Learning	Workforce Alignment	Preparing Citizens	Closing Achievement Gaps
Empower student success		■			■	■
Integrate the College and Community	■			■	■	
Create operational and academic excellence		■	■			
Ensure the financial stability and long term sustainability		■		■		

Goal Alignment with NEASC Standards

CCCC is accredited by The New England Association of Schools and Colleges (NEASC). Accreditation requires demonstration that the College meets the NEASC Standards of Accreditation and complies with its policies. The standards establish criteria for institutional quality and set expectations for excellence, continuous improvement and increasing effectiveness. As outlined in the chart below, the goals of the strategic plan are directly aligned with the NEASC standards. The standards (1-9) are listed below the chart and a full description of each of the NEASC Standards of Accreditation are in Appendix B.

CCCC Strategic Goal	NEASC Standards										
	1	2	3	4	5	6	7	8	9	10	11
Empower student success	■			■	■	■	■	■	■	■	■
Integrate the College and Community	■			■	■	■	■	■	■		■
Create operational & academic excellence		■		■	■	■	■	■		■	■
Ensure the financial stability and long term sustainability			■		■		■		■		■

Standard 1: Mission & Purposes
Standard 2: Planning & Evaluation
Standard 3: Organization & Governance
Standard 4: The Academic Program
Standard 5: Faculty
Standard 6: Students

Standard 7: Library & Other Information Resources
Standard 8: Physical & Technological Resources
Standard 9: Financial Resources
Standard 10: Public Disclosure
Standard 11: Integrity

The implementation focus will largely be at the division/department level. An implementation steering committee will be composed of members of the strategic plan steering committee to ensure linkage of the division and department strategies to the overall plan and to act as resources to connect the context and data points to ensure relevancy in each division/department activities.

Individual divisions and departments will be responsible for developing strategies and activities to align their activities with the College wide goals and each goal's objectives. Individual divisions and departments will also be tasked with tracking the outcomes and making changes in their strategies based on measured data to ensure continuous improvement in the performance and scope of their activities as they pertain to meeting the goals.

As necessary, College wide task forces will be formed to help define best practices and act as a resource to the College at large in key target areas. For example, to support Goal 1, a Student Retention Task Force has been formed as of Spring 2014. The task force is charged with:
• Examining different College program and initiative retention rates to gather an understanding of effective practices and strategies across academic and support departments.
• Reviewing the literature, retention initiatives and best practices from our peer and aspirational institutions.
• Leading and coordinating retention strategies across the College.
• Recommend a comprehensive "portfolio" of retention initiatives by June 2014.

The task force will continue to coordinate efforts through December 2014. During the Fall 2014, the efforts will be examined and culminate in a recommendation on how to move forward to maximize student retention rates.

The strategic plan will be reviewed annually in terms of updated metrics to assess progress toward the College-wide goals and objectives. Each division and department will report on interim measures and contribute to the annual update and review of the plan. The goals and objectives of the plan will also be reviewed annually to ensure that plan is still relevant and functions well to provide guidance on priorities. The strategic plan is designed to be a living document, adaptive and flexible, and will be revised if necessary.

To effectively monitor progress, a strategic planning organizational and tracking software tool will be utilized to integrate and align departmental plan and activities into the overall College plan. The system, Weave Engaged, will be purchased in Spring 2014 and information from be each division/department will be entered into the software system as their plans are developed. This will also foster collaboration and coordinate activities across divisions and departments. The Office of Institutional Research and Planning will coordinate the implementation and documentation of the implementation of the strategic plan.

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Appendix A: Massachusetts Linear Trends Workbook

Appendix B: NEASC Standards

Appendix C: Strategic Plan Surveys and Forum Data

Data Source: Mass. DHE 2013 Mass Community Colleges: Key Performance Indicators-Linear Trends
Summary analyses prepared by Office of Institutional Research & Planning.
Cape Cod Community College: Fall 2013

Massachusetts Community Colleges: Key Performance Indicator Linear Trends Selected Indicators: Spring 2013								
	ACCESS & AFFORDABILITY					STUDENT ACCESS & SUCCESS		
Massachusetts Community Colleges	Annual Unduplicated Credit Headcount FY12	Annual FTE Enrollment FY12	3-year average change in annual FTE enrollment	Tuition & Fees/ State Median Income FY12	Percent Minority Enrollment Fall 12	Annual Credit Course Completion Rate FY12	First Year Retention Rate Fall 11-Fall 12	Fall to Spring Persistence Rate Fall11 -Spring12
Berkshire Community College	3,318	1,555.30	3%	7.0%	17%	75%	57.4%	94.6%
Bristol Community College	11,949	5,653.70	4%	6.3%	20%	80%	59.8%	92.3%
Bunker Hill Community College	18,745	8,470.10	12%	5.3%	67%	77%	61.7%	93.1%
Cape Cod Community College	6,302	2,539.30	-2%	6.1%	19%	75%	55.3%	89.1%
Greenfield Community College	3,244	1,513.70	3%	7.1%	15%	81%	63.5%	91.7%
Holyoke Community College	9,425	4,922.90	2%	5.3%	33%	76%	61.2%	94.0%
Mass Bay Community College	8,079	3,598.60	2%	6.6%	39%	73%	53.5%	91.2%
Massasoit Community College	11,784	5,363.30	4%	5.8%	37%	78%	57.1%	94.2%
Middlesex Community College	13,364	6,110.10	4%	6.4%	36%	76%	63.0%	89.6%
Mt. Wachusett Community College	6,613	3,209.40	5%	7.0%	27%	81%	52.4%	89.7%
North Shore Community College	11,187	5,253.30	4%	6.0%	36%	77%	58.5%	93.2%
Northern Essex Community College	9,632	4,534.50	2%	5.5%	42%	79%	63.8%	96.0%
Quinsigamond Community College	12,132	5,926.60	7%	6.6%	35%	77%	56.9%	92.5%
Roxbury Community College	3,912	1,853.80	5%	6.1%	92%	77%	48.5%	86.2%
Springfield Technical Community College	9,286	4,355.80	1%	5.9%	47%	86%	62.7%	93.0%
Community College Average	138,972	64,860.40	4%	6.1%	39%	78%	59.0%	92.3%
Data Notes		FTE=Full Time Equivalent	Calculated field based on Annual FTE Enrollment FY09-12				Fall Chort: New First Time, Full Time Degree Seeking Students	Fall Cohort: Degree-seeking, excludes ESL, 9+ credits

Massachusetts Community Colleges	Massachusetts Community Colleges: Key Performance Indicator Linear Trends Selected Indicators: Spring 2013							
	STUDENT ACCESS & SUCCESS						WORKFORCE NEEDS	
	Community College 6-Year Success Indicator 2003 Cohort	Community College 6-Year Success Indicator 2004 Cohort	Community College 6-Year Success Indicator 2005 Cohort	Number of Annual Degrees & Certificates Awarded FY12	Awards per FTE (calculated) FY12	Nursing Exam Pass Rate (RN Exam) FY11	Annual Enrollment in NC Workforce Development Courses FY12	3-year Average Change in Annual NC Workforce Development Enrollment
Berkshire Community College	83.5%	83.4%	82.6%	317	20.4%	91%	1,029	-18%
Bristol Community College	78.9%	77.3%	78.4%	1,330	23.5%	94%	10,278	-8%
Bunker Hill Community College	76.0%	76.3%	78.6%	1,190	14.0%	89%	2,677	2%
Cape Cod Community College	75.7%	75.3%	75.8%	624	24.6%	91%	2,495	8%
Greenfield Community College	86.0%	82.1%	86.1%	371	24.5%	90%	1,892	2%
Holyoke Community College	78.8%	76.8%	79.5%	1,016	20.6%	87%	4,465	0%
Mass Bay Community College	80.5%	77.8%	82.3%	748	20.8%	92%	299	36%
Massasoit Community College	76.8%	75.8%	76.5%	985	18.4%	87%	2,815	-8%
Middlesex Community College	77.4%	80.6%	79.6%	1,223	20.0%	83%	16,603	-4%
Mt. Wachusett Community College	78.2%	81.4%	77.3%	684	21.3%	84%	13,935	3%
North Shore Community College	76.0%	77.6%	74.1%	1,143	21.8%	93%	5,707	4%
Northern Essex Community College	77.8%	78.0%	78.8%	1,141	25.2%	89%	3,335	-15%
Quinsigamond Community College	77.1%	71.6%	71.9%	1,276	21.5%	89%	2,285	-24%
Roxbury Community College	77.6%	78.5%	78.8%	303	16.3%	93%	1,384	4%
Springfield Technical Community College	79.2%	80.5%	79.1%	941	21.6%	93%	673	-37%
Community College Average	78.3%	78.0%	78.3%	13,292	20.5%	90%	69,872	-5%
Data Notes	Fall Cohort: New Students, excluding ESL& those who did not attempt 18 credits within two years Success is defined as Graduation, Transfer, Completed 30 Credits, and Still Enrolled after 6 years. Outcomes are mutually exclusive.				*from Vision Project Metrics		NC=NonCredit	NC=Noncredit Calculated field based on annual enrollment FY09-FY12

Massachusetts Community Colleges	Massachusetts Community Colleges: Key Performance Indicator Linear Trends Selected Indicators: Spring 2013						
	COST EFFECTIVE USE OF RESOURCES						
	Capital A & R Expenditures 3-Year Avg FY09-12	Primary Reserve Ratio: FY12	Cost per Annual Headcount FY11: Instruction	Cost per Annual Headcount FY11: Academic Support	Cost per Annual Headcount FY11: Student Services	Cost per Annual Headcount FY11: Institutional Support	Total Private Funds Rec'd by College & Foundation
Berkshire Community College	17.1%	8.9	$3,168	$994	$992	$1,011	$1,089,236
Bristol Community College	5.1%	26.4	$2,097	$677	$547	$545	$555,102
Bunker Hill Community College	5.8%	17.7	$1,929	$490	$611	$506	$737,159
Cape Cod Community College	6.4%	23.8	$2,175	$590	$746	$600	$2,566,256
Greenfield Community College	64.4%	-9.3	$2,951	$893	$1,103	$1,390	$1,797,410
Holyoke Community College	11.0%	16.2	$2,700	$418	$1,001	$916	$870,607
Mass Bay Community College	3.4%	0.6	$2,070	$656	$571	$862	$267,990
Massasoit Community College	6.7%	12.3	$1,712	$946	$548	$997	$152,159
Middlesex Community College	6.3%	22.5	$2,344	$733	$736	$615	$588,187
Mt. Wachusett Community College	12.2%	9.1	$2,440	$802	$1,285	$917	$246
North Shore Community College	7.0%	12.3	$2,394	$775	$873	$620	$559,636
Northern Essex Community College	2.8%	6.8	$2,510	$709	$930	$500	$574,064
Quinsigamond Community College	7.9%	10.2	$2,642	$491	$763	$743	$547,876
Roxbury Community College	7.0%	0.0	$2,995	$922	$1,276	$1,142	$370,967
Springfield Technical Community College	12.9%	18.3	$3,088	$1,085	$957	$961	$129,107
Community College Average	9.4%	na	$2,366	$705	$796	$746	$10,806,002
Data Notes	A&R=Adaptation & Renewal Board Policy: 3-Year average % cannot be <5%	Measure of financial strength and resources. Ratio of 40% recommended					

Data Source: http://cihe.neasc.org/standard-policies/standards-accreditation/standards-effective-july-1-2011

Standards (Effective July 1, 2011)

Effective July 1, 2011

PREAMBLE

The New England Association of Schools and Colleges, one of six regional accrediting bodies in the United States, is a voluntary, non-profit, self-governing organization having as its primary purpose the accreditation of educational institutions. Through its evaluation activities, carried out by six commissions, the Association provides public assurance about the educational quality of those schools and colleges that seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from the New England Association through its Commission on Institutions of Higher Education by demonstrating they meet the Commission's Standards for Accreditation and comply with its policies. The Standards for Accreditation establish criteria for institutional quality; in addition, the Commission adopts policies that elucidate the Standards, relate to their application, and otherwise ensure that the Commission is current with respect to changing circumstances in higher education and public expectation. Moreover, the Commission expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination about the effectiveness of the institution as a whole. The institution that meets the Standards:

- has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes;
- has the ability to continue to achieve its purposes.

The Commission recognizes that some aspects of an institution are always stronger than others. Meeting the Standards does not guarantee the quality of individual programs, courses, or graduates, but serious weaknesses in a particular area may threaten the institution's accreditation.

The Commission deals with institutional differences in ways designed to protect both educational quality and individual philosophy and practice. The Standards are aspirational expectations that must be met at least minimally. They allow the Commission to appraise a wide variety of collegiate institutions, differing in purpose, size, organization, scope of program, clientele served, support, and control. By design, the Standards as explicated do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education.

Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are appropriate to higher education, consistent with institution mission and purposes, and effective in meeting the intent of the Commission's Standards. The existence of collective bargaining agreements, in and of themselves, does not abrogate institutional or faculty obligations to comply with the Standards for Accreditation.

Self-regulation is an essential element in the success of accreditation. Thus, the Standards for Accreditation were developed through a lengthy participatory process involving the membership in articulating the dimensions of quality required of institutions of higher education deserving of the public trust. Indeed the public as well was invited to participate in this process in recognition of the importance of higher education to the individual and collective well being of our citizenry and for our economy. Thus, the Standards represent the accrued wisdom of over 200 colleges and universities and interested others about the essential elements of institutional quality, and they offer a perspective that stresses the public purposes of higher education. The Commission continually evaluates the effectiveness of its Standards and its processes for applying them, and makes such changes as conditions warrant.

Self-regulation obliges institutions to adhere to the Standards as a condition of their accredited status; accredited colleges and universities demonstrate their integrity through their continued voluntary compliance to these criteria. Adherence to the Standards is periodically reviewed through peer evaluations that are preceded by self-studies directed toward demonstrating that the institution meets the Standards and that it has effective means to ensure institutional improvement. This system of accreditation is based on institutions agreeing to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses.

Each of the eleven dimensions of institutional quality has a Statement of the Standard set forth in bold type. The considerations in determining the fulfillment of the Standard are articulated in numbered paragraphs below the Statement of the Standard, including in each case a final paragraph directing the institution's attention toward institutional effectiveness; these considerations provide a basis for institutions to undertake self-study as well as a basis for institutional evaluation by visiting teams and the Commission. Because the eleven Standards represent dimensions of institutional quality, they are necessarily inter-related. Thus, considerations found in one Standard may also have application for another; for example, while there is a Standard on Integrity, considerations related to integrity may also be found in several of the other Standards.

January 12, 2005
Revisions adopted June 2, 2011

STANDARD ONE: MISSION AND PURPOSES

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education.   The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

1.1   The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future.   The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.

1.2   The institution's mission is set forth in a concise statement that is formally adopted by the governing board and appears in appropriate institutional publications.

1.3   The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.

1.4   The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

 Institutional Effectiveness

1.5   The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.

STANDARD TWO: PLANNING AND EVALUATION

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.

2.2 Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.

Planning

2.3 The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.

2.4 The institution has a demonstrable record of success in implementing the results of its planning.

Evaluation

2.5 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.6 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

2.7   Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about the institution. (See also 10.10).

Institutional Effectiveness

2.8   The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's *Standards for Accreditation*.

3.1 The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles. The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.2 The governing board is the legally constituted body ultimately responsible for the institution's quality and integrity. The board demonstrates sufficient independence to ensure it can act in the institution's best interest. The composition of the board includes representation of the public interest and reflects the areas of competence needed to fulfill its responsibilities. More than one-half of the board members, including the chair, are free of any personal or immediate familial financial interest in the institution, including as employee, stock- or share-holder, corporate director, or contractor. Members of the governing board understand, accept, and fulfill their responsibilities as fiduciaries to act honestly and in good faith in the best interest of the institution toward the achievement of its purposes in a manner free from conflicts of interest.

3.3 The board has a clear understanding of the institution's distinctive mission and purposes. It exercises the authority to ensure the realization of institutional mission and purposes. The board sets and reviews institutional policies; monitors the institution's fiscal solvency; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.

3.4 The board systematically develops and ensures its own effectiveness. The board enhances its effectiveness through periodic evaluation.

3.5 Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through appropriate committees and meetings.

3.6 The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution.

3.7 The board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the board's intentions and the institutional mission.   In exercising its fiduciary responsibility, the governing board assures that senior officers identify, assess, and manage risks and ensure regulatory compliance.

3.8   The chief executive officer through an appropriate administrative structure effectively manages the institution so as to fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution. The chief executive officer manages and allocates resources in keeping with institutional purpose and objectives and assesses the effectiveness of the institution. The chief executive officer assures that the institution employs staff sufficient in role, number, and qualifications appropriate to the institution's mission, size, and scope.

3.9 In accordance with established institutional mechanisms and procedures, the chief executive officer and the administration consult with faculty, students, other administrators and staff, and are appropriately responsive to their concerns, needs, and initiatives. The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution.

3.10 The institution's chief academic officer is directly responsible to the chief executive officer, and in concert with the faculty and other academic administrators is responsible for the quality of the academic program. The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, correspondence education, international, evening, and week-end programs are clearly integrated and incorporated into the policy formation, and academic oversight, and evaluation system of the institution.
3.11 In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered.

3.12 Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

3.13 The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.

3.14 Through its system of board and internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Institutional Effectiveness

3.15 The effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review.

STANDARD FOUR: THE ACADEMIC PROGRAM

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

4.1 The institution's programs are consistent with and serve to fulfill its mission and purposes. The institution offers collegiate-level programs consisting of a curriculum of studies that leads to a degree in a recognized field of study and requires at least one year to complete. The institution for which the associate's degree is the highest awarded offers at least one program in liberal studies or another area of study widely available at the baccalaureate level of regionally accredited colleges and universities.

4.2 Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.

4.3 Each educational program demonstrates coherence through its goals, structure, and content; policies and procedures for admission and retention; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement. The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. The institution provides sufficient resources to sustain and improve its academic programs.

4.4 Institutions offering degrees at multiple levels demonstrate that expectations for student achievement, independent learning, skills in inquiry, and critical judgment are graduated by degree level and in keeping with generally accepted practice.

4.5 The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

4.6 Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.7 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study. (See also 7.10)

4.8 Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.

4.9 The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.

4.10 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.

4.11 Institutions undertaking the initiation of degrees at a higher or lower level, off-campus programs, programs that substantially broaden the scope of the academic offerings, distance learning programs, correspondence education programs, contractual relationships involving courses and programs, academic programs overseas, or other substantive change demonstrate their capacity to undertake and sustain such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies. In keeping with Commission policy, institutions initiating substantive changes seek Commission approval prior to implementation. The institution recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level.

4.12 When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.

4.13 If the institution depends on resources outside its direct control (for example, classrooms, information resources, information technology, testing sites), provision is made for a clear, fixed understanding of that relationship that ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them.

Undergraduate Degree Programs

4.14 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

4.15 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

General Education

4.16 The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

4.17 The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.18 The institution ensures that all undergraduate students complete at least the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program in general education.
4.19 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

The Major or Concentration

4.20 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

Graduate Degree Programs

4.21 Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the demonstrated learning experiences of graduates. Learning objectives reflect a high level of complexity, specialization, and generalization.

4.22 Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field. Information resources, information technology, and as appropriate physical resources should exceed those required for an undergraduate program in a similar field.

4.23 Institutions offering graduate degrees have an adequate staff of full-time faculty in areas appropriate to the degree offered. Faculty responsible for graduate programs are sufficient by credentials, experience, number, and time commitment for the successful accomplishment of program objectives and program improvement. The scholarly expectations of faculty exceed those expected for faculty working at the undergraduate level. Research-oriented graduate programs have a preponderance of active research scholars on their faculties. Professionally-oriented programs include faculty who are experienced professionals making scholarly contributions to the development of the field.

4.24 Students admitted to graduate degree programs are demonstrably qualified for advanced academic study.

4.25 The institution's graduate programs have cohesive curricula and require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program. The demands made by the institution's graduate programs on students' intellectual and creative capacities are also significantly greater than those expected at the undergraduate level; graduate programs build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level. The institution offering both undergraduate and graduate degree programs assesses the relationship and interdependence of the two levels and utilizes the results for their individual and collective improvement.

4.26 Degree requirements of the institution's graduate programs take into account specific program purposes. Research-oriented doctoral programs, including the Ph.D., and disciplinary master's degree programs are designed to prepare students for scholarly careers; they emphasize the acquisition, organization, utilization, and dissemination of knowledge. Doctoral degree programs afford the student substantial mastery of the subject matter, theory, literature, and methodology of a significant field of study. They include a sequential development of research skills leading to the attainment of an independent research capacity. Students undertake original research that contributes to new knowledge in the chosen field of study. Disciplinary master's programs have many of the same objectives but require less sophisticated levels of mastery in the chosen field of study than does the research doctorate. While they need not require students to engage in original research, they do provide an understanding of research appropriate to the discipline and the manner in which it is conducted.

4.27 Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills that will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.

4.28 Programs encompassing both research activities and professional practice define their relative emphases in program objectives that are reflected in curricular, scholarly, and program requirements.

4.29 Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

Integrity in the Award of Academic Credit

4.30 The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American institutions of higher education in terms of length, content, and level of the programs. The institution ensures that minimum degree requirements are 60 semester credits at the associate's level, 120 semester credits at the baccalaureate level, and 30 semester credits at the master's level.

4.31 The institution offers required and elective courses as described in publicly available print and electronic formats with sufficient availability to provide students with the opportunity to graduate within the published program length.

4.32 The institution demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. These responsibilities include course content and the delivery of the instructional program; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention of students; evaluation of prior learning; and evaluation of student progress, including the awarding and recording of credit. The institution retains, even with contractual or other arrangements, responsibility for the design, content, and delivery of courses for which academic credit or degrees are awarded. The institution awarding a joint, dual, or concurrent degree demonstrates that the program is consistent with Commission policy, and that the student learning outcomes meet the institution's own standards and those of the Commission.

4.33 The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied.

4.34 Credit awards are consistent with Commission policy and the course content, appropriate to the field of study, and reflect the level and amount of student learning. The award of credit is based on policies developed and overseen by the faculty and academic administration. There is demonstrable academic content for all experiences for which credit is awarded, including study abroad, internships, independent study, and service learning. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

4.35 Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level with appropriate oversight by faculty and academic administration. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.36 The institution publishes requirements for continuation in, termination from, or re-admission to its academic programs that are compatible with its educational purposes. Decisions about the continuing academic standing of enrolled students are based on clearly stated policies and applied by faculty and academic administrators.

4.37 Graduation requirements are clearly stated in appropriate electronic and print publications and are consistently applied in the degree certification process. The degrees awarded accurately reflect student attainments.

4.38 Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur.

4.39 The institution offering programs and courses for abbreviated or concentrated time periods or via distance or correspondence learning demonstrates that students completing these programs or courses acquire levels of knowledge, understanding, and competencies equivalent to those achieved in similar programs offered in more traditional time periods and modalities. Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter and the identification, analysis and evaluation of information resources beyond those provided directly for the course.

4.40 Courses and programs offered for credit off campus, through distance or correspondence education, or through continuing education, evening or week-end divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. (See also 3.10)

4.41 On-campus faculty have a substantive role in the design and implementation of off-campus programs. Students enrolled in off-campus courses, distance learning courses, and/or correspondence education courses have sufficient opportunities to interact with faculty regarding course content and related academic matters.

4.42 An institution that offers distance education or correspondence education has procedures through which it establishes that the student who registers for such a course or program is the same student who participates in and completes the program and receives the academic credit. In carrying out these procedures, the institution protects student privacy.

4.43 Institutions offering certificates based on courses offered for credit ensure the coherence and level of academic quality are consistent with its degree programs.

4.44 In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution's policies for considering the transfer of credit are publicly available to students and prospective students on its website and in other communications. The information includes the criteria established by the institution regarding the transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements.

4.45 The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such

agreements are made available to those students affected by them.

4.46 Students complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program.

4.47 The institution accepts graduate credit in transfer on a strictly limited basis to preserve the integrity of the degree awarded.

Assessment of Student Learning

4.48 The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.

4.49 The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.

4.50 Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate. (See also 1.4 and 2.7)

4.51 The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty. (See also 3.12)

4.52 The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program. (See also 2.6, 4.9 and 4.10)

4.53 The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.

4.54 The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, and includes external perspectives. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.

Institutional Effectiveness

4.55 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings and student learning.

STANDARD FIVE: FACULTY

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

5.1 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and purposes. Should part-time or adjunct faculty be utilized, the institution has in place policies governing their role compatible with its mission and purposes and the Standards of the Commission.

5.2 The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials. (See also 4.23)

5.3 There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.

5.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for new members of the instructional staff. The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

5.5 Where graduate teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them.

5.6 Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission. Salaries and benefits are set at levels that ensure the institution's continued ability to attract and maintain an appropriately qualified instructional staff whose profile is consistent with the institution's mission and purposes.

5.7 Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

5.8 The full-time/part-time composition of the faculty reflects the institution's mission, programs, and student body and is periodically reviewed. The institution avoids undue dependence on part-time faculty, adjuncts, temporary appointments, and graduate assistants to conduct instruction. Institutions that employ part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.
5.9 The institution's academic organization and governance structures and policies reflect the composition and variety of faculty appointments.

5.10 In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.

5.11 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

5.12 Faculty accept the responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations, and that considerations of program improvement are informed by a shared understanding of what and how students are learning in the program.

5.13 The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.

5.14 The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.

5.15 The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.

Teaching and Advising

5.16 Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed.

5.17 Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints. Institutions regularly offering multiple sections of the same course ensure an appropriate balance between achieving consistency in learning outcomes and flexibility, allowing students to benefit from individual faculty members' experience and teaching style.

5.18 The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task. (See also 8.2)
5.19 The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.

5.20 With the administration, the faculty work systematically to ensure an environment supportive of academic integrity.

Scholarship, Research, and Creative Activity

5.21 All faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Scholarship and instruction are integrated and mutually supportive.

5.22 Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.

5.23 Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.

Institutional Effectiveness

5.24 The institution periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

STANDARD SIX: STUDENTS

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Admissions

6.1 Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students.

6.2 The institution has an orderly and ethical program of admission that complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

6.3 Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.

6.4 The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted. (For admission of graduate students, see 4.24.)

Retention and Graduation

6.5 The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission.

6.7 Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students.

6.8 The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.

6.9 Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement.

Student Services

6.10 The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.

6.11 The institution offers an array of student services appropriate to its mission and the needs and goals of its students, recognizing the variations in services that are appropriate at the main campus, at off-campus locations, and for programs delivered electronically as well as the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity. (See also 5.19, 7.7, 7.8, 8.3, and

11.8)

6.12 Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution.

6.13 A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.

6.14 Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria. Students are provided with clear and timely information about debt before borrowing.

6.15 As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.

6.16 If the institution offers recreational and athletic programs, they are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution has responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.

6.17 The institution ensures that individuals responsible for student services are qualified by formal training and work experience to represent and address the needs of students effectively. Facilities, technology, and funding are adequate to implement the institution's student service policies and procedures.

6.18 The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student services. Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.

6.19 The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

6.20 Institutions with stated goals for students' co-curricular learning systematically assess their achievement.

Institutional Effectiveness

6.21 Through a program of regular and systematic evaluation, the institution assesses its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

Resources and Access

7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision.

7.2 Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program. The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology.

7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.

7.4 Professionally qualified and numerically adequate staff administer the institution's library, information resources and services, and instructional and information technology support functions.

7.5 Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.

7.6 Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.

7.7 The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery.

7.8 The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work.

Information and Technological Literacy

7.9 The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.

7.10 The institution ensures that throughout their program of study students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program. (See also 4.7)

Institutional Effectiveness

7.11 The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

8.1 The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.

8.2 Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (See also 5.18)

8.3 Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

8.4 The institution undertakes physical resource planning linked to academic and student services, support functions, and financial planning. It determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

8.5 The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of the systems, the integrity and security of data, and the privacy of individuals. The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources.

8.6 The institution's physical and electronic environments provide an atmosphere conducive to study and research.

8.7 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.

Institutional Effectiveness

8.8 The institution's ongoing evaluation of its physical and technological resources in light of its mission, current needs and plans for the future is a basis of realistic planning and budget allocation.

STANDARD NINE: FINANCIAL RESOURCES

The institution's financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

9.1 The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.

9.2 The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. The institution's governing board retains appropriate autonomy in all budget and finance matters; this includes institutions that depend on financial support from an external agency (state, church, or other private or public entity).

9.3 The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans based on multi-year analysis and financial forecasting.

9.4 All or substantially all of the institution's revenue is devoted to the support of its academic purposes and programs. The institution's financial records clearly relate to its educational activities.

9.5 The institution and its governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve.

9.6 The institution ensures that it has sufficient professionally qualified finance staff, led by a chief financial officer whose primary responsibility is to the institution.

9.7 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making.

9.8 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives.

9.9 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit. (See also 2.3)

9.10 Opportunities identified for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's Standards.

9.11 Institutional and board leadership ensure the institution's ethical oversight of its financial resources and practices.

9.12 The institution's financial resources and transactions are audited annually by an external auditor in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. Board policies and institutional practices ensure the independence and objectivity of the auditor and the appropriate consideration of the audit by the governing board. For public and independent institutions part of a larger system or corporation, the audit provides sufficient information about the institution's finances to support a determination regarding the sufficiency and stability of the institution's financial resources. In all cases, the audit and management letter are appropriately reviewed by the institution's administration and governing board who take appropriate action on resulting recommendations or conclusions.

9.13 The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

9.14 All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, transfers and inter-fund borrowing, fund-raising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

Institutional Effectiveness

9.15 The institution has in place appropriate internal and external mechanisms to evaluate its fiscal condition and financial management and to maintain its integrity. The institution uses the results of these activities for improvement.

STANDARD TEN: PUBLIC DISCLOSURE

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

10.1 The information published by the institution on its website is sufficient to allow students and prospective students to make informed decisions about their education. The institution's public website includes the information specified elsewhere in this Standard (10.2 – 10.13).

10.2 The institution informs the public of the information available about itself and how inquiries can be addressed. It is also responsive to reasonable requests for information about itself. The institution provides notice as to the availability upon request of its publications and its most recent audited financial statement or a fair summary thereof.

10.3 The institution's current catalogue describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. The catalogue or other authoritative publications present information relative to admission and attendance. Institutions relying on electronic catalogues ensure the availability of archival editions sufficient to serve the needs of alumni and former and returning students.

10.4 All forms of print and electronic communications officially representing the institution are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.

10.5 The institution publishes its mission, objectives, and expected educational outcomes; its status as a public or independent institution; if independent, its status as a not-for-profit or for-profit institution; any religious affiliation; requirements and procedures and policies related to admissions and the transfer of credit; a list of institutions with which it has articulation agreements; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student appeals and complaints; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.

10.6 The institution publishes a list of its current faculty, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also included.

10.7 The institution publishes the locations and programs available at branch campuses, other instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.

10.8 The institution clearly indicates those programs, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years that will not be taught during the third consecutive year.

10.9 The institution publishes a description of the size and characteristics of the student body, the campus setting, the availability of academic and other support services, the range of co-curricular and non-academic opportunities available to students; and those institutional learning and physical resources from which a student can reasonably be expected to benefit.

10.10 The institution publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission. As appropriate, recent information on passage rates for licensure examinations is also published.

10.11 The institution publishes information about the total cost of education, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation is provided to help students and prospective students make informed decisions.

10.12 The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

10.13 The institution's statements about its current accredited status are accurately and explicitly worded. An institution placed on probation by the New England Association discloses this status in its catalogue and recruitment materials and in any other publication, print or electronic, in which the institution's accreditation is mentioned, as well as the availability of additional information on its probationary status.

Institutional Effectiveness

10.14 Through a systematic process of periodic review, the institution ensures that its print and electronic publications are complete, accurate, available, and current. The results of the review are used for improvement.

STANDARD ELEVEN: INTEGRITY

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

11.1 The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly and with integrity; and it systematically provides support in the pursuit thereof. Institutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity.

11.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty. Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are applicable and equitably applied to all its students.

11.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

11.4 The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority.

11.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

11.6 The institution manages its academic, research and service programs, administrative operations, responsibilities for students and interactions with prospective students with honesty and integrity.

11.7 The institution is responsible for conferences, institutes, workshops, or other instructional or enrichment activities that are sponsored by the institution or carry its name. These activities are compatible with the institution's purposes and are administered within its organizational structure. The institution assumes responsibility for the appropriateness and integrity of such activities.

11.8 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.

11.9 In its relationships with the Commission on Institutions of Higher Education, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, Requirements of Affiliation, and requests.

11.10 In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other Commission Standards.

Institutional Effectiveness

11.11 The pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community.

Appendix C: Strategic Plan Surveys & Forum Data

Spring 2013 CCCC Faculty/Staff Survey

Method: A survey with four open-ended questions was designed to launch the Strategic Planning Process. All CCCC faculty and staff were invited to participate via several email notifications and meeting announcement.

Response: 63 responses were received
- o   23% Administrators
- o   22% Full Time Staff
- o   11% Part Time Staff
- o   19% Full Time Faculty
- o   25% Part Time Faculty

Results: Open-ended responses were parsed and coded into categories. Top categories of common themes in the responses for each question:

- What do we do well?
  - o   20% Support students
  - o   18% Provide a quality education (at low cost, for transfer/careers)
  - o   17% Student services
  - o   16% Excellent programs (healthcare, STEM, liberal arts, education & criminal justice mentioned)
  - o   7% Dedicated faculty & staff

- What do we need to improve?
  - o   25% Improved processes and clear policies (scheduling, pathways, advising etc), especially from the students' perspective
  - o   18% Faculty/Staff culture, interactions and internal communication
  - o   11% Relevant programs with consistent quality
  - o   10% Facilities
  - o   10% Faculty/Staff workload and balance

- What vision do you have for the future of the College?
  - o   17% Offering excellent, relevant programs that fit community needs
  - o   16% Continuing to meet a variety of student needs through offering both workforce and transfer programs
  - o   14% Connected to the community
  - o   12% Focused on quality, processes and outcomes

- How must the College change and evolve in order to realize your vision of the future?
  - o   17% Focus on quality, processes and outcomes
  - o   15% Relevant programs with consistent quality
  - o   15% Address faculty/staff workload and balance
  - o   11% Improve faculty/staff culture, interactions and internal communication
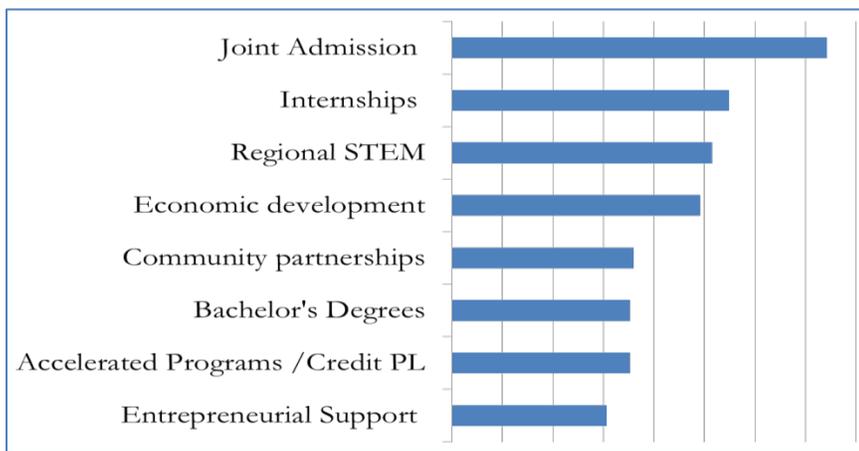 - o   11% Connect to the community

Method:
- o Survey instrument was developed and pilot tested by the Strategic Plan Steering Committee
- o Electronic Distribution: Email (via CCCC community partners, faculty and staff) and CCCC Website Link
- o Paper Distribution: Campus, Libraries & Town Halls
- o Response: 158 Surveys

Results:
- • Respondent Profile:
  - o Average Age: 51 years old
  - o Education: 71% Bachelor's or Advanced Degree
  - o Residence
    - ▪ 76% Barnstable County
    - ▪ 16% Plymouth County
  - o Employment
    - ▪ 22% Education
    - ▪ 21% Health, Social Services/Nonprofit
    - ▪ 16% Professional/Technical
    - ▪ 14% Business
  - o 62% Very Familiar/Familiar with CCCC

- • Perception of the College: 61% Positive
  - o Positive perceptions included:
    - ▪ Community Asset
    - ▪ Quality Education
    - ▪ Affordable
    - ▪ Many options
    - ▪ Great faculty and staff
  - o Negative perceptions included:
    - ▪ Students and staff have given up
    - ▪ Quality of offerings in decline
    - ▪ It has the stigma of being a low level community college
    - ▪ Very outdated : Not vibrant or appealing
    - ▪ Behind most other colleges in technology
    - ▪ Lacks a warm and inviting feeling
    - ▪ Drifting, not able to find its place in the community

- • How important are the following CCCC initiatives in terms of serving the needs of the community? The most important initiatives were:
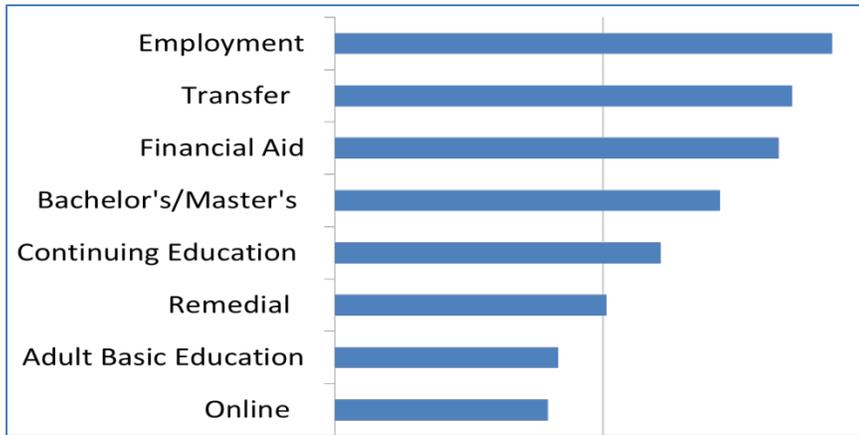
- Please tell us how important these potential areas of focus are to the future success of our community: The most important areas are:

  o

- Summary of Comments:
  o Overwhelming number of comments were about valuing our connection to the community and emphasizing the need for more connection.
  o The public does not have a clear sense of what we are doing. There is a lack of knowledge about our programs and activities.
  o But beyond marketing, comments noted the need for connection in a meaningful way, in terms of partnerships and more sustained engagement with the college on the development and implementation of programs.

CCCC Internal Conversations and Listening Sessions:

Department & Division Listening Sessions: To begin the discussion, data on program level enrollment and retention was shared with the respective divisions or departments. In addition, the strategic planning process was explained.
  o Division of Arts & Humanities: 10/7/13
    o Department of Language and Literature: 10/7/13
  o Division of Health, Sciences, Social Sciences, Human Services and Advanced Studies: 10/16/13
  o Division of Science, Math, Business and Workforce Education: 10/23/13
  o Enrollment Management and Advising Services: 10/22/13

- o Learning Resources and Student Success: 10/10/13
  - o Finance and Operations: 10/2/13

- Summary of comments:
  - o Initial discussion focused on the reasons for declining enrollment and retention. Common reasons mentioned included changing demographics, perception of the College, lack of full time staff and faculty, facilities, lack of marketing, lack of student activities and places to socialize.
  - o In addition to the data presented, additional data needs were discussed, including more information on tracking students, data on students who leave before the third week, national trends and best practices. We also need to include an institutional history with the CCCC data to help interpret the numbers.
  - o Potential needs to be addressed by the Strategic Plan included faculty input into decision making, more transparency in decision making, especially curriculum decisions, streamlining processes for students, internal communication, creating a way to develop new initiatives, improve scheduling, increase marketing and outreach.
  - o There was also discussion about how to change the culture on campus to a more collaborative and engaged environment, how to create connections between faculty and staff, and how to connect with students.

Informal Campus Discussions:
- Brown Bag Discussions (12 noon to 1:00pm) and Coffee Hours (8:00am to 9:00am) were open to the campus community and held in the cafeteria.

Brown Bags:	10/3/13	Coffee Hours:	10/9/13
	10/15/13		10/11/13
	10/21/13		10/24/13
	10/31/13		

- Two additional evening sessions were held at 5pm on 11/6/13 and 11/7/13.

- Summary of comments: Discussion focused on suggestions for the improvement of:
  - o Developing partnerships with 4-year schools,
  - o Meeting community needs, including certificates that meet employers' needs
  - o Marketing, including using alumni
  - o Internal communication, including an events coordinator and internal website
  - o Student processes, including one-stop shopping and specific suggestions for orientation, registration, advising, withdrawal
  - o Student involvement, including clubs and communication
  - o Governance, including clear processes for creating new programs, balancing priorities, decision making

College Wide Meetings
- Initial College Forum 5/7/13
- Professional Day Presentation 5/28/13
- Fall Opening Day Presentation 8/29/13
- Professional Day Presentation 10/25/13
- Mission/Vision Planning Session: 11/20/13
- Spring Opening Day Presentation 1/20/14

Community Key Informant Forums:

- o Key informants were recruited to represent a wide cross section of sectors and geographic regions within CCCC service area. The forums discussed the questions of what CCCC does well, where the college could improve and what could CCCC do to meet community needs. A total of 20 community leaders attended one of 5 forums held on the following dates:
  - o 8/14/13
  - o 8/16/13
  - o 10/17/13
  - o 11/21/13
  - o 12/20/13

- o Summary of Comments:
  - o Role of CCCC: Participants commented on the roles that CCCC plays in the community and the many programs designed to meet the needs of different students. Specifically, the workforce options and pathways to bachelors' degrees were mentioned as both extremely important goals.
    - The value of a liberal arts education and soft skills (communication, problem solving, and critical thinking) for both workforce education and continued education was stressed.
  - o Awareness/Marketing: The need to create more community awareness of the range of programs that CCCC offers as well as more formal marketing campaigns was a common point.
  - o Partnerships: The majority of the discussion in each forum focused on potential partnerships with the community, in terms of defining program offerings and specific training, sharing resources and expertise (flowing both ways), creating collaborations, and looking beyond campus for student opportunities, such as real-life experiences, guest lecturers, and internships.
  - o Programs: Potential areas of focus included:
    - STEM & Technology (medical, biomedical, water, waste water, energy, Smartgrid, robotics, marine research, 3D printing, water testing labs)
    - Entrepreneurship and management, logistics, innovation, monitoring and adaptive management
    - Arts, health (management, skills)
    - Software and coding, including C++, Python, GIS mapping, HTML-5, Java, Java Script, Sequel database, cybersecurity, gaming, data analysis & visualization,
    - Tourism and hospitality

Student Survey

Method: Students were surveyed electronically via email, with several reminders, during the fall 2013 semester. The survey was administered after Thanksgiving recess in order to ask students about their intention to return for the spring term.

Response:
- 180 responses were received
  - o 51% were new students
  - o 49% were full time students
  - o Age Distribution
    - 53% were between 18-24
    - 18% between 25-34
    - 27% were 35 or older

- 68% plan to graduate with an associate's degree
- 62% plan to transfer to a four year college

Results:
- Top reasons for attending CCCC:
  - Reasonable Cost
  - Convenient to work/home (including online)
  - Quality of education
  - Transfer opportunities
  - Financial Aid
  - Program offerings
  - Support for students, including adult/returning students (for example, tutoring, advising)
- 63% of students knew what program they wanted when they enrolled. The most common program areas were:
  - Healthcare
  - Nursing
  - Social Sciences
  - Business/IT
- Top issues that interfere with attendance and success:
  - Finances/money
  - Working full time
  - Stress/anxiety
  - Working part time
  - Caring for children or family
- 87% of students planned to enroll in the spring term.
  - 9% were unsure
- In terms of future plans:
  - 38% plan to stay on Cape or return to the Cape
  - 20% plan to move off Cape, but stay in Massachusetts
  - 14% plan to move out of state
  - 28% are unsure
- Open-ended responses about additional support for educational goals included comments on:
  - More support for balancing school with other commitments
  - More opportunities for bachelor's degrees
  - Improve college processes/customer service/communication
  - Course scheduling issues
  - Transportation issues
  - Need to improve technology on campus, including faculty use
  - More student activities