



## **Fifth Year Interim Report**

**Middlesex Community College  
100 Training Hill Road  
Middletown, CT 06457**

**Submitted to the  
New England Association of Schools and Colleges**

**August 15, 2018**

## **TABLE OF CONTENTS**

<b>INTRODUCTION.....</b>	<b>2</b>
<b>INSTITUTIONAL OVERVIEW .....</b>	<b>3</b>
<b>SPECIAL SECTION 1: ACADEMIC ADVISING.....</b>	<b>5</b>
<b>SPECIAL SECTION 2: SHARED GOVERNANCE.....</b>	<b>8</b>
<b>SPECIAL SECTION 3: MERIDEN LOCATION.....</b>	<b>11</b>
<b>STANDARD ONE: MISSION AND PURPOSES.....</b>	<b>12</b>
<b>STANDARD TWO: PLANNING AND EVALUATION.....</b>	<b>14</b>
Planning.....	14
Evaluation.....	14
<b>STANDARD THREE: ORGANIZATION AND GOVERNANCE.....</b>	<b>16</b>
<b>STANDARD FOUR: THE ACADEMIC PROGRAM.....</b>	<b>17</b>
<b>STANDARD FIVE: STUDENTS.....</b>	<b>23</b>
<b>STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP.....</b>	<b>28</b>
Faculty and Academic Staff.....	28
Teaching and Learning.....	29
<b>STANDARD SEVEN: INSTITUTIONAL RESOURCES.....</b>	<b>30</b>
Human Resources.....	30
Financial Resources.....	31
Information, Physical, and Technological Resources.....	32
<b>STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS.....</b>	<b>35</b>
What Students Gain as a Result Of Their Education.....	35
Assessment of Student Learning; “What and How Students are Learning” .....	37
Measures of Student Success, Including Retention and Graduation.....	41
Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes.....	45
<b>STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE.....</b>	<b>48</b>
Integrity.....	48
Transparency.....	50
Public Disclosure.....	50
<b>INSTITUTIONAL PLANS.....</b>	<b>52</b>
<b>Appendix A: Affirmation of Compliance.....</b>	<b>55</b>
<b>Appendix B: Most Recent Audited Financial Statement.....</b>	<b>57</b>
<b>Appendix C: Auditor’s Management Letter.....</b>	<b>57</b>
<b>Appendix D: Interim Report Forms.....</b>	<b>58</b>
<b>Appendix E: Series E Forms.....</b>	<b>81</b>
<b>Appendix F: All College Meeting on Governance.....</b>	<b>101</b>
<b>Appendix G: Organizational Chart.....</b>	<b>104</b>
<b>Appendix H: Developmental English and Math Research.....</b>	<b>105</b>

## INTRODUCTION

Work on the Fifth Year Interim Report began in Fall 2016 with the appointment of a committee and two co-chairs. Dr. Adrienne Maslin, Dean of Students, is a member of management and serves as the college's NEASC liaison. Dr. Donna Bontatibus is a Professor of English who has been at Middlesex Community College since 2004 and is one of the college's most respected faculty members.

The early organizational work was productive. Standards were assigned to committee members and the first meetings focused on ensuring that each committee member was familiar with the interim report process, had an understanding of the Data First forms, and understood the contents of the standard to which they had been assigned.

In an effort to provide more committee members with a thorough understanding of the Fifth Year Interim Report process we sent three members—one faculty and two staff—to the orientation workshops offered by NEASC. These were quite valuable for the insight gained about the process and about the New England Association of Schools and Colleges in general. The committee met monthly until Fall 2017 when bi-monthly meetings were implemented. A draft of each standard was reviewed and discussed by the committee and subsequently revised by its author. The entire report was presented to the college community in April 2018 for feedback and revisions were made on that basis.

The members of Middlesex Community College's NEASC Task Force include:

Donna Bontatibus, Professor of English and co-chair (Standard 4)

Paul Carmichael, Director of Institutional Research (Standards 2 and 3; Governance Response)

Valerie Cooper, Associate Director of Finance and Administration (Standard 7)

David England, Visiting Dean of Strategic Initiatives (Standard 8)

Joy Hansen, Librarian (Standard 7)

Kim Hogan, Interim Dean of Finance and Administrative Services (Standards 2 and 7)

Adrienne Maslin, Dean of Students and co-chair (Standards 1, 5, and 9; Governance Response)

Terry McNulty, Professor of English (Standard 4)

Steven Minkler, Interim CEO and Dean of Academic Affairs (Standard 8)

Anastasia Pych, Director of Human Resources (Standards 6 and 7)

Annie Scott, Director of Information Technology (Standard 7)

Daniel Viens, Director of Academic Advising (Advising Response)

## INSTITUTIONAL OVERVIEW

Middlesex Community College's 10<sup>th</sup> year review was held in Fall 2013 instead of Fall 2012 per the pre-arranged NEASC schedule. We requested and were granted a one-year extension, which allowed the college to focus on the search for a new president, dean of academic affairs, and dean of continuing education. Five years after the comprehensive review, the college has experienced relatively stable leadership.

Many exciting changes occurred under the leadership of President Anna Wasescha who served MxCC from the summer of 2011 to the summer of 2017. During this time, the campus underwent significant beautification: an extension was added onto the main administration building, Founders Hall, for the purpose of providing students with a space to relax and connect; several buildings were painted and had new flooring laid; classrooms were renovated to improve appearance and technology; a Center for New Media was created on the lower level of Chapman Hall, and the new Pegasus Green, a high tech collaborative learning space, was completed on the main level of Chapman. A second phase of the renovations of the library in Chapman Hall occurred during Summer 2018 when the new Learning Commons, which incorporates Pegasus Green, was created. The Learning Commons combines the Pegasus Green, the Academic Success Center, and library services. Of great importance is the completion of the "envelope project" on Chapman Hall which included a complete replacement of all engineered exterior materials, a new roof and re-glazing of windows. This renovation will fix extensive leaking within the building and will increase the efficiency of HVAC operations.

There have been numerous curricular and programmatic changes during the past five years. New broadcast and media certificate programs have been developed, an associate degree and certificate program in Health Information Management—the certificate program has already received accreditation from the Professional Certificate Approval Program (PCAP) Council of the American Health Information Management Association—and two post-associate certificates in radiology were added. The biggest curricular change is the addition of TAP (Transfer Articulation Program) transfer pathway programs in 20 disciplines. TAP, a systemwide initiative, allows students to seamlessly transfer to the four-year CSCU universities and enter with junior status provided the pathway is followed in its entirety. Other changes include the addition of an Honors Program for academically qualified students, a collaboration with Wesleyan University on the Prison Education Partnership, which serves qualified inmates from two Connecticut correctional institutions, and a change in location of our Meriden program from leased space in downtown Meriden to Platt High School.

The past several years have seen stable leadership in the senior-most position in the CSCU System, the president. The fifth system president, following two permanent appointees and two interim appointees, is providing continuous leadership and is trying to seek creative ways to save money for the system. The CSCU has embarked on a Guided Pathways initiative to improve academic advising at all community colleges. Several staff members from various community colleges, including Middlesex, have loaned staff to the System Office for this purpose. Although we do not like losing staff, we have received reimbursement to hire

temporary replacements and we believe the professional development opportunity for the staff member is invaluable.

On the down side, the state of the budget in Connecticut continues to be the source of extreme anxiety for many members of the MxCC community. To address the issue of financial instability, the System Office endeavored to consolidate the 12 community colleges into one college. The hoped-for result was to be a savings in salaries due to the need for fewer administrators and the consolidation of “back-office” operations such as purchasing and information technology. The consolidation has not yet been approved and the System Office is rethinking its approach. It is now the hope of the System Office that the consolidation will occur by 2023.

## SPECIAL SECTION 1: ACADEMIC ADVISING

Following the comprehensive evaluation of Middlesex Community College in 2013, the college submitted to NEASC in 2015 a summary of improvements to our academic advisement program as part of a larger progress report. At that time we had

1. Appointed an interim Director of Academic Advising
2. Begun searching for a permanent Director of Academic Advising
3. Established an Enrollment Management Committee, including faculty, staff, and management, which focused on all aspects of enrollment including advising
4. Hired part-time advisors to assist during the busy registration periods
5. Participated in the NACADA academic advising institute
6. Participated in the CSCU's Student Success Center Pathways Summit

During the three years since submission of the progress report, there have been more improvements to the advising system we wish to convey. Of primary importance was the appointment of our first permanent Director of Academic Advising in October of 2015. A second advising director just assumed her responsibilities following the retirement of the first director. The director is responsible for planning and developing new advising initiatives, providing advisor training, and providing direct service to students. We accomplished several new and important initiatives/activities under the advising director:

1. The creation of an advising center
2. The development of a new advising manual
3. Increased advisor training
4. Piloting the use of paid advisors during peak summer periods

The creation of an advising center provided a “drop in” location where students could get advising on a spur-of-the-moment basis if they could not find their own advisor or if they just had some quick questions. The center is located in the main administration building, easily accessible to all the other offices frequented by our students. Graduate interns from Central Connecticut State University and full- and part-time MxCC faculty helped to staff the center.

An Academic Advising Handbook was developed and is revised on a regular basis to provide faculty, staff, and students with current information about academic programs, placement test scores, course competencies, etc. Currently in development, an Academic Advising Toolkit will be available for faculty, staff, and students on the college website. Hand in hand with the advising handbook is advisor training. Advisor training has occurred via mini-workshops to provide information and have discussion on isolated topics, and through intensive workshops to train new advisors on all aspects of advising at MxCC.

For several years having adequate faculty and staff to advise students during the peak summer months was problematic. Faculty, who are the primary advisors, are off contract in the summer. The use of paid advisors during peak summer advising periods was piloted in Summer 2015 and was highly successful. Having trained summer advisors took the pressure off the student services staff and allowed MxCC to provide effective advising at the times when it was

needed the most. Students did not have lengthy waits for advisors, were received in a warm, calm manner, and were given the attention they needed. Budget constraints prohibited the college from continuing with this program for the next two years but, at the suggestion of an advising task force (described more fully below), it was reinstated again this year. The college hopes to continue with this if we can manage it financially.

There were other improvements to the advising program this year that were not a direct result of the new director. One was the implementation of the Degree Works academic advising tool. Degree Works will allow staff to track student performance more easily and will allow students to track their own progress in a clear and understandable way. Degree Works also gives us the capability of writing notes in a student's electronic file that are available to the student as well as to other faculty and staff.

Another initiative is the Guided Pathways program being implemented by all CSU community colleges. The initiative is directed by the System Office and those involved are faculty and student services staff who are "on loan" from the various community colleges. Faculty and staff advisors will be trained in the Guided Pathways philosophy of helping students identify a career goal at the beginning of their college experience and develop a program that most quickly moves them through the path to reach their goal. Most MxCC faculty and staff are happy with the implementation of Guided Pathways as a means of helping our students get off to a better start as they enter college. At the same time, we are concerned about the logistics of implementation and hope to be able to advise all entering students, even those who come during our August rush, with the same care we advise those who enroll earlier.

During the 2017-2018 academic year the college initiated three strategic task forces; one dealt with Advising, Registration, and Retention (ARR). An advising survey was administered to students as part of the work of the ARR Task Force. The results showed great satisfaction with the advising process at the college. Nevertheless, the ARR Task Force hoped to make a number of concrete improvements. Numerous recommendations came out of that task force including the resumption of paid summer advisors who were required to complete a mandatory training program, the reemployment of open registration days, establishment of an appointment system for advising, creation of special advising sessions by program coordinators and TAP coordinators, the addition of several Admitted Student Days to the two we held last summer, and development of a new advising and registration checklist.

The first advising director brought an element of fun and creativity to his marketing efforts and plans to continue these activities have already been discussed. Activities are planned to remind and encourage students about the benefits of registering early. "Register Now" banners are placed throughout the campus; faculty and staff wear special "Register Now" t-shirts in bright lime green, door hangers are placed on classroom door knobs encouraging students to meet with their assigned advisor, and "I REGISTERED" stickers are given out when a student registers. During Halloween, staff dress up and distribute candy with "Register Now" stickers containing registration dates on the packet.

The Director of Academic Advising assigns each new student to an academic advisor within a few weeks of the start of the semester. This is a process that still needs improvement. The college hopes to make these assignments earlier; we also hope to develop a process for assigning new students to a faculty advisor whom they have as a classroom instructor during their first semester. The logistics of this are difficult as it is a labor-intensive, manual process but we are hoping to figure out ways to overcome this barrier.

A series of student workshops was developed with the intent of getting students more involved with their own academic progress. Workshops for students in the following areas were provided: How to Complete a Graduation Checklist; How Do I Register Online; How Do I Log on to My CommNet; Program Coordinator and TAP Information Session; and What is TAP.

Despite fiscal constraints, the college has been able to send the Director of Academic Advising to several conferences including some sponsored by NACADA.



## SPECIAL SECTION 2: SHARED GOVERNANCE

Middlesex Community College reports to the Board of Regents for Higher Education and the college's president<sup>1</sup> serves on the Council of Presidents that is convened by Connecticut State Colleges and Universities system president, Mark Ojakian. There are four standing committees of the Board of Regents: Academic and Student Affairs, Audit, Finance and Infrastructure, and Human Resources and Administration. There are also a Faculty Advisory Committee and a Student Advisory Committee to the Board. All colleges have representation on these committees.

In Fall 2014, Middlesex Community College, resulting from NEASC's recognition of the college's concern that campus governance was an issue deserving of modification, the college embarked on a restructuring of its system of governance. With assistance from an organizational development consultant, Anne Yurasek from Fio Partners, the college formed a Governance Review Team with representation solicited from across the college and the governance system in place at that time. Six volunteers from the Governance Review Team formed a Steering Committee to research information, analyze feedback, and develop recommendations for discussion by the full team. One of the first issues debated by the full Governance Review Team was whether the governance structure in use at the time was completely broken, necessitating a complete overhaul, or something that could be made healthy again with a few tweaks. The decision was made to develop an entirely new system that would more closely address the college's mission and needs. This model was developed to address concerns about a lack of transparency, accountability, communication, and engagement repeatedly expressed by participants in recent years. The NEASC accreditation report of 2013-14 also identified governance as an area of particular concern at the college. In addition, recent significant budget challenges highlight the need for a nimble yet inclusive decision-making process.

The current governance system is a new model that was initially tested during the 2015-16 academic year. It was developed by a task force comprising any member of the MxCC community who wanted to serve on it. Many did and the committee was therefore very diverse, with faculty, professional and clerical staff, IT professionals, student services staff, and management.

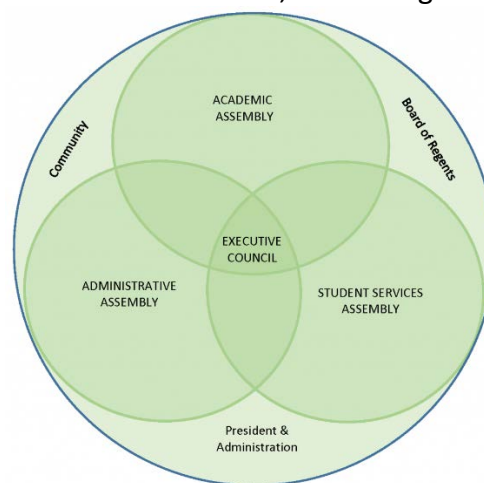
The new governance model draws inspiration from a variety of sources, but is designed to uniquely fit the history, culture, and organization of Middlesex Community College. Middlesex has a history of valuing inclusivity, and this informed the development of the new system. The new model also sought to address a significant lack of communication, accountability, and effectiveness in addressing strategic priorities.

At the apex of our model is an Executive Council consisting of the President/CEO, Deans, representatives from the three Assemblies (described below), and a student representative

---

<sup>1</sup> Middlesex Community College's president retired in May 2017 and the dean of academic affairs was selected to serve in the additional capacity of lead campus administrator. The position title was recently converted to Interim Chief Executive Officer. The Interim CEO represents the college on the Council of Presidents.

that meets monthly throughout the calendar year. Its purpose is to establish priorities and respond to recommendations coming from monthly meetings of the three Assemblies. Each Assembly is comprised of the full body of faculty and staff reporting to each dean: the Academic Assembly (Dean of Academic Affairs), the Administrative Assembly—which also includes Human Resources and Marketing/Development—(Dean of Administration), and Student Services Assembly (Dean of Students). Standing and ad-hoc committees report to each Assembly as needed. For example, the Curriculum Committee reports to the Academic Assembly. Liaisons between the three Assemblies ensure communication and collaboration across the structure. This structure has the significant advantage of bringing together faculty and staff according to their function at the college, rather than their union classification, and provides regular opportunities for communication and engagement for everyone. The Executive Council provides strategic oversight and ensures regular, direct, two-way communication between the governing bodies and administration, something entirely lacking previously.



The college decided to form a Governance Evaluation Committee (GEC)—not part of the governance structure—to review the structure periodically, primarily with the use of college-wide surveys and discussion at college-wide meetings. The committee meets monthly during the academic year and is comprised of representatives from all governance assemblies as well as two Management Team members and the Director of Institutional Research. It reports monthly to the Executive Council.

The Governance Evaluation Committee sent out its first survey (“baseline survey”) in 2016, the first year of the pilot. Members of the three Assemblies reviewed the survey results at their meetings. The results suggested that a majority of faculty and staff find governance at least moderately important, and a majority were unhappy with the previous governance structure. A majority of respondents was positive about the new shared-governance model and intended to participate in future governance meetings. Feedback was collected from each Assembly and the Executive Council on the pilot structure and the GEC agreed to conduct periodic surveys.

Our consultant conducted several focus groups on campus to collect feedback on governance that was used to help the GEC develop surveys about our current structure that seemed most relevant to the concerns of the campus. As a result, a second governance survey was

conducted in November 2016, the second year of the pilot. The response rate for this second survey increased but the results were not as clear as were those of the previous survey. This time, less satisfaction was expressed with the newly created governance system although there was no clear majority that favored starting over. Governance was still considered important and the majority of respondents favored modifying the current (i.e. new) structure.

In December, GEC members presented survey results at an all-college meeting and collected feedback from the campus employees present (Appendix F). During a February 2017 strategic planning retreat participants reviewed the new governance model and chose to move forward with it. Our strategic planning consultant group, Fio Partners, prepared a governance evaluation document ([http://mxcc.edu/wp-content/uploads/2018/07/Fios-Partners MxCC Governance Evaluation v2.pdf](http://mxcc.edu/wp-content/uploads/2018/07/Fios-Partners-MxCC-Governance-Evaluation-v2.pdf)) containing the GEC's input.

The 2017-2022 MxCC Strategic Plan includes a statement and action steps on the new governance model; a formal proposal to adopt and approve the strategic plan took place in April 2017. The GEC drafted a set of governance bylaws (<http://mxcc.edu/wp-content/uploads/2018/07/MxCC-Governance-Bylaws-Final-1.pdf>) and a governance handbook (<http://mxcc.edu/wp-content/uploads/2018/07/MxCC-Governance-Handbook-Final.pdf>) that were recently distributed to the Assemblies to obtain member feedback. An all college meeting was held in late January 2018 to hold discussion about the bylaws and handbook. These documents, after some modification to the handbook based on discussion and a vote at this meeting, were approved at this meeting and subsequently approved by all Assemblies and the Executive Council. The documents are on the MxCC website at the URLs noted above.

When work on this Fifth Year Interim Report began, the CSU system was in a process of consolidating its 12 community colleges into one college by July 2019. MxCC faculty and staff anticipated that if the consolidation were to occur, the governance systems of all 12 community colleges would need to be revised in large and small ways. At present, the consolidation is moving more slowly. Therefore, MxCC is committing itself to strengthening its current governance process so that the process addresses our needs and allows us to accomplish the important work of the college.

### **SPECIAL SECTION 3: MERIDEN LOCATION**

A Substantive Change Proposal was submitted to the Commission on Institutions of Higher Education on March 27, 2017. The proposal was approved by the Commission on May 15, 2017. An update was submitted on August 23, 2017. An on-site evaluation was conducted on October 24-25, 2017 by Dr. Todd Slover and a response letter was sent to the Commission on January 31, 2018.

## STANDARD ONE: MISSION AND PURPOSES

Middlesex Community College's mission statement was revised as part of our strategic planning process in 2017. The process included a strategic planning retreat held in February 2017 with approximately 30 members of the college community including management, faculty, and staff and was led by an outside consultant. The mission statement was created with input from faculty and staff leaders and was distributed to the entire college community with a request for comments and concerns. The statement reflects the pride and commitment we take in MxCC's purpose and emphasizes our community's strong belief that we are here to serve the students and to help them achieve their educational goals. Putting students first is an abiding value of Middlesex Community College that is reflected in the characteristics we seek in new hires and the policies and procedures we develop and implement. The new mission statement is:

*Students are the center of Middlesex Community College.  
By creating meaningful relationships with our diverse population of students and  
by providing high quality, affordable, and accessible educational experiences,  
Middlesex Community College helps students achieve their individual goals and  
become productive, engaged global citizens.*

Our mission statement was approved by the Board of Regents of the Connecticut State Colleges and Universities on September 19, 2017 and it appears on the college website, in the college catalog, all publications prepared by the college, and at the entrance to all college buildings.

Until recently, the college had not been distinguishing between its mission statement and its vision statement. However, during the 2017 strategic planning process it was determined that having a separate vision that serves as guidance for future growth and development would be appropriate. Our vision, which appears below, is posted on the college website.

### *Our Vision*

- *Our diverse population of students are inspired by our innovative course offerings and wide range of co-curricular activities to help them become critical thinkers with curious and open minds.*
- *Students feel supported throughout their experience, including individualized advising, personalized services, and easy-to-navigate systems.*
- *Our professors and staff are our strongest asset. Together, we create a positive workplace climate, where growth and professional development are valued. The college is a "great place to work."*
- *Our facilities and campus continue to be improved, including more 21<sup>st</sup> century classroom spaces, professional spaces, and social spaces.*
- *The student experience is enriched through our wide array of partnerships and relationships with local employers, industry experts, community organizations, and our alumni.*

- *We are recognized as the “go-to choice” for community college by students, families, and high school advisors.*
- *We secure sufficient financial resources, both public and private, to continue to support our evolving curriculum and co-curricular experiences and our campus improvements.*

The mission statement and vision are also exemplified in the work in which the college community was engaged during the 2017-2018 academic year. Three task forces were created to focus on three issues of importance to the college as reflected in our mission, vision, and strategic plan. These are the Advising, Registration, and Retention Task Force; Marketing Task Force; and Academic Identity Task Force. The membership of each task force comprised a cross section of the college community that came together to develop action plans for the specific area of emphasis represented by the title of the task force. Presentations were made by the task forces at various intervals throughout the academic year and one task force—Advising, Registration, and Retention—is continuing with its work in Fall 2018 to focus specifically on retention. Two additional, new task forces will convene during the coming academic year.

## STANDARD TWO: PLANNING AND EVALUATION

Planning and evaluation at Middlesex Community College (MxCC) are increasingly systematic and comprehensive, and appropriate to accomplishing the mission of the institution. Our most recent 10-year self-study was completed in 2013 under President Anna Wasescha (2011-2017). Under her tenure, MxCC instituted a new Academic Plan (incorporated into the Strategic Plan) and restructuring of our academic schools, a new Strategic Plan ([http://mxcc.edu/wp-content/uploads/2017/08/MxCC\\_Plan\\_FOR-DISTRIBUTION\\_51717\\_v9-FINAL.pdf](http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf)), and a new model of Shared Governance (see Special Section 2). These initiatives are ongoing and mutually reinforcing. Institutional research remains 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

The vision and goals of strategic planning receive support across the institution through financial, academic, enrollment, and student services planning. The current Strategic Plan (2017-2022), “Forging a Path Forward,” marks the 50<sup>th</sup> anniversary of Middlesex Community College, and will guide “the college of our community” from 2017 through 2022. Hundreds of students, staff, faculty, and community members were involved in the planning process. The goal of the plan is to be broadly inclusive of all who participated. Our prior strategic plan (2006-2016) delineated eleven strategic priorities, upon which we have made significant progress. Some of those priorities recur in the 2017-2022 plan, but with the understanding that we will continue to evolve our work to meet the challenges of the day. Strategic goals focus on our students, our external relationships, our campus community and our institutional infrastructure:

**Goal 1:** MxCC will continue to evolve its curriculum, strengthen student supports and create an enriching and empowering campus experience.

**Goal 2:** MxCC will strengthen its engagement with the communities it serves, legislative supporters, local employers, those who support our efforts, other funders, and the general public.

**Goal 3:** MxCC will support its staff and faculty, strengthen workplace culture and campus communication, and evolve its governance model.

**Goal 4:** MxCC will continue to invest in and improve our campus facilities and our technology supports.

### Evaluation

MxCC continues to collect and report data to inform decision-making. Our Institutional Research Office supports evidence-based planning, evaluation, assessment, and internal and external reporting. The college has continued over the past five years to evaluate its institutional processes and outcomes through numerous established activities. MxCC regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. The undergirding purpose of our evaluative

efforts is to provide valid information to support institutional improvement and to assess the effectiveness of our academic programs.

The purpose and functions of the former Assessment Committee (described in our 2013 self-study) currently are subsumed within the purview of the new Academic Review Team (ART). Learning outcomes and curricular priorities for all academic programs and disciplines are regularly assessed via student and faculty feedback, program review protocols, and academic data tracking and analysis. Other recent planning initiatives include the assessment of General Education, shared governance system, Transfer Articulation Plan competencies, and an Institutional Review Board. In addition, the Connecticut State Colleges and Universities leadership has instituted an initiative to create a unified assessment system for all CSCU institutions.

MxCC institutional planning has faced several new challenges in the wake of critical changes: President Wasescha retired in 2017 and Dean of Academic Affairs Steven Minkler was appointed Lead Administrator while continuing to fill the role of academic dean. (His title was recently changed to Interim Chief Executive Officer.) MxCC currently is responding to challenging fiscal constraints, including a significant reduction in state revenues, as well as institutional planning restraints in the face of ongoing reorganization of public higher education in Connecticut. Reorganization efforts are ongoing and require commitment of planning teams representing the 17 public campuses. Far-reaching proposals may include the transformation of our 12 community colleges into one state community college and the centralization of local institutional functions (e.g., Human Resources, Financial Aid, Institutional Research, etc.).



### STANDARD THREE: ORGANIZATION AND GOVERNANCE

Middlesex Community College is one of 12 community colleges in the state of Connecticut and one of the 17 institutions of higher education that comprise the Connecticut State Colleges and Universities. CSCU is governed by the Board of Regents for Higher Education in Connecticut. Within this system there are 12 community colleges, four state universities, and one online college. The Board of Regents is comprised of 19 members: nine appointed by the governor; four by legislative leaders; two student representatives; and four ex-officio, non-voting members comprised of the state Commissioners of Education, Economic and Community Development, Labor, and Public Health.

The standing committees of the Board of Regents, established to review institutional policies, monitor the institution's fiscal solvency, and approve major new initiatives, were convened effective January 1, 2012. Standing committees of the Board of Regents include the Academic and Student Affairs Committee, Audit Committee, and Finance and Administration Committee, and any such additional committees authorized by the Board Chair from time to time for purposes of efficient operation.

The President of the Board of Regents for Higher Education, Mr. Mark Ojakian, is the chief executive officer and "has the responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe; implement the goals identified and recommendations made pursuant to Section 10a of the Connecticut General Statutes; build interdependent support among the Connecticut State University System, the regional community-technical college system, and Charter Oak State College; balance central authority with institutional differentiation, autonomy, and creativity; and facilitate cooperation and synergy among the Connecticut State University System, the regional community-technical college system and Charter Oak State College." (Board of Regents Bylaws, Article II, Section 3)

MxCC is currently under the leadership of the Interim Chief Executive Officer, Dr. Steven Minkler, who also serves as the dean of academic affairs. The management staff who report directly to the Interim CEO includes the dean of students, the dean of administration, the director of human resources, an associate dean of academic affairs, and an executive assistant. The college presently employs the services of a visiting dean from Tunxis Community College who also reports directly to the Interim CEO. This dean is retiring as of September 1, 2018 and will return on a part-time basis under MxCC's direct employ. Another management position, the associate dean of development is presently vacant. The director of institutional research and the coordinator of institutional advancement, both non-management professional staff positions, also report to the Interim CEO. An organizational chart is included as Appendix G.

A description of Middlesex Community College's new shared governance structure appears at the beginning of this report as a special section and is in response to NEASC's request, following the 2013 comprehensive review, that the college focus on improving its shared governance model.

## STANDARD 4: THE ACADEMIC PROGRAM

MxCC offers 42 degree programs and 24 certificate programs. Each program has a scaffolded plan of study that leads to the awarded degree or certificate. We offer two general education programs, one in Liberal Arts and Sciences and one in General Studies. The college also offers many programs that serve as transfer programs to local colleges and universities, including our “TAP” transfer programs with our in-system Connecticut State Universities.

The institution publishes learning goals for each of its local programs. The graduation requirements for each program are published in the form of “Graduation Checklists,” which students receive from their advisor or through the MxCC website. Also, each MxCC program has its own web page that lists the programs’ learning outcomes, which indicate what a student should be “able to do” upon program completion. These outcomes indicate the knowledge, intellectual and academic skills, competencies, and methods of inquiry. All degree and certificate programs at MxCC are designed with appropriate breadth and depth. In most programs, upper level courses require a prerequisite of an introductory level course, and most introductory courses will include ENG 101 and/or MAT 137 as a prerequisite or corequisite. Program learning goals are reinforced recursively, and retention and completion efforts are buffeted by Program Coordinators who advise all students in their programs. Programs can be completed in 2 years, although many students take considerably longer. Many programs have capstone projects or internships that require significant synthesis of learning. Other programs, such as our TAP transfer programs, will require such synthesis at the baccalaureate level. Most of our programs are “open admission.” However, selective admission programs, such as Radiologic Technology and Veterinary Technology, clearly indicate their unique admissions policies and procedures on their webpages.

The Dean of Academic Affairs is the college’s chief academic officer and maintains oversight and responsibility for continuous improvement over each program. Oversight and continuous improvement is also the province of the faculty-led Academic Review Team (ART), which reviews all academic programs on a regular schedule. Any significant changes to any program must pass through the college’s governance structure, which requires that such changes be reviewed by a Curriculum Committee, an Academic Assembly, and an Executive Council. Through this extensive system of oversight, the college also ensures that each program meets its outcomes regardless of location or method of delivery.

Academic planning and evaluation is part of MxCC’s overall planning and evaluation process and is incorporated into our new strategic plan. Academic planning is central to our year-to-year work, as evidenced by our Academic Identity Team last fall. The institution consistently allocates its resources based on academic needs and objectives.

When programs are eliminated, or when program requirements are significantly altered, the institution ensures that plans are in place to minimize disruption for students. If a program is being terminated, a plan is developed to “teach out” the students who are enrolled in that

program. Similarly, if a program is significantly altered during a student's time of study, the student may continue following the program in the catalog year of enrollment.

The institution depends on very few resources outside of its direct control, and written agreements protect those resources. Our written, one-year agreement with Platt High School in Meriden to deliver our courses at their site has been renewed and the relationship will continue into the foreseeable future. We offer online courses through Blackboard hosted by servers located on a Blackboard server farm in Virginia. A written agreement protects the availability of these servers. That agreement, however, is between the Board of Regents and Blackboard.

As an open-access institution, almost 70% of our students place into at least one developmental class. However, all of our programs, whether they are Associate Degree programs or designated transfer programs, require successful completion of English 101. All designated transfer programs require at least two semesters of college-level work in written communication. MxCC offers a handful of certificate programs that do not require students to demonstrate collegiate-level English skills, and these job-training programs are often fruitful off-ramps for students who are unable to successfully complete college level coursework.

Our expectations of student achievement and independent learning are equal to those of other members of CSCU if not greater. Students often speak favorably of MxCC's rigor in comparison to four-year schools from which they have transferred. Further, during a student's freshman year, information literacy skills, inquiry skills, and critical judgment skills are all incorporated into a variety of discipline-specific and general education courses through modularized lessons presented by MxCC librarians.

Degree programs feature a strong general education core and a carefully sequenced set of classes within each specialty. This provides students with a substantially broad knowledge base and a narrow mastery of a given field. Program rationales and sequences are published on college websites and in the catalog. The vast majority of our programs offer at least one unrestricted elective. Because our General Education core is competency based, broad elective options constitute each competency. Students thus acquire a breadth of knowledge while still having the freedom to design a plan of study within that general education core.

All students who complete an undergraduate degree program must complete ENG 101, thus assuring competence in Written Communication. All graduates on transfer pathways must take at least one course within each core competency (See Standard 8). Students pursuing an Associate Degree will complete all categories with the exception of choosing only one category between scientific knowledge and scientific reasoning. The college's general education requirement is both coherent and substantive and prepares the student broadly and deeply for transfer programs, meaningful employment, and democratic participation. The General Education core is assessed by competency teams. These teams collect competency-based artifacts from students and faculty and evaluate those artifacts against course outcomes. All associate degree programs require 21 credits of General Education classes, and TAP Transfer programs require at least 30 credits of the General Education core.

Each of our major programs or transfer pathways allow students to develop knowledge and skills within a discipline through sequenced coursework and competencies that begin at the introductory level and continue through upper level classes, often culminating in internships or other field experiences. Major requirements, including learning outcomes, are stated on program webpages and individual course outcomes are reported on course syllabi. Students who graduate with degrees in a given field are introduced to appropriate theoretical constructs and methods as well as the information resources necessary to further their study and stay abreast of their field. In our professional programs, curricular outcomes are rooted in the knowledge and practice needed to become a professional in the field of study. In short, our degrees require our students to develop a sequenced and in-depth understanding of their field, they require our students to learn the information resources necessary to maintain currency in their field, and, through their inclusion of our general education core, our degrees compel our students to consider the interrelated nature of knowledge and practice, including the knowledge and practice they acquire in their major field.

MxCC ensures integrity in the award of academic credit and adheres to accepted practices common to institutions of higher education. MxCC follows the definition of the “academic credit hour,” as outlined by U.S. Department of Education and NEASC. As noted on MxCC’s web site (<http://mxcc.edu/catalog/the-academic-credit-hour>), “one hour... of direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15-weeks for one semester . . . .” There are also multiple review points to ensure compliance with these and other accepted practices.

One such practice is with associate-level programmatic credits. In 2014, the BOR initiated a Policy to Normalize Credit Hours in the CSCU system. Since then, following our governance process, MxCC underwent a credit normalization review to ensure that programs from Accounting to Veterinary Technology were closer to 60 rather than 65+ credits.

To ensure that they are meeting competency and degree requirements, all eligible graduating students are required to have an approved graduation checklist. For initial verification, academic advisors must sign the student’s checklist and the Office of Enrollment Services must certify it for the award of official graduation credit. Each official transcript documents credit awards, so it can be evaluated by other institutions when students transfer.

MxCC accepts and evaluates transfer credits from accredited institutions and the accepted credits appear on students’ official transcripts. Enrollment Services staff and program-discipline coordinators review the transcripts to determine course equivalencies. Given the range of institutions from which students transfer, transcript evaluation is a significant task to ensure that transfer courses meet the “breadth, depth, and rigor” of MxCC course equivalencies.

In 2014, the CSCU system adopted TAP, which created designated pathways in a variety of disciplines and programs within the CSCU system. TAP pathways are competency-based programs. In 2016-17, committees in each TAP competency were formed to assess courses (e.g., assignments, graded essays, tests) to ensure that they were meeting the learning

objectives and expected outcomes of the competencies. If a course needed to be brought into compliance with the TAP learning outcomes, it was adjusted by the program or discipline coordinator. Now, a subcommittee of the Curriculum Committee is charged with oversight of course competency compliance to ensure that the courses and their assessments meet “breadth, depth, and rigor” of learning objectives and outcomes. Each program and discipline TAP pathway is published in an electronic catalog on MxCC’s website (<http://mxcc.edu/catalog/academic-programs-list>) to ensure public access.

MxCC maintains “clear and ongoing authority and administrative oversight” over courses to ensure the integrity of the academic credit, and this oversight is consistent with Commission policy. First, each course has a required syllabus, which includes standardized course description, standardized course learning outcomes, major course assignments, and grading criteria/rubrics. The learning outcomes along with TAP Competencies are clearly articulated to ensure that course content allows for the delivery of the outcomes. Program/discipline coordinators are charged with the review of syllabi, including syllabi for courses with multiple sections. Courses that do not fall within the purview of a program/discipline coordinator are reviewed by the associate dean. Program/discipline coordinators may also review “demonstrable” academic content. There are some courses that have standardized assessments, such as finals, projects, or portfolios. The TAP Competency Teams review assignments or activities to ensure that they are meeting the course learning outcomes. For pre-college-level courses, such as in Math and English, credits do not count toward GPA or graduation requirements. Second, each program is required to have published program outcomes including a four-semester sequence to illustrate the program length. These outcomes and sequences along with mission statements are found at the college’s website (<http://mxcc.edu/catalog/academic-programs-list>). Third, each new course or course change needs to be processed through the college’s governance structure. Last, MxCC has the Academic Review Team which reviews programs, disciplines, and services.

The college catalog also publicizes the policies on advanced placement (AP), experiential learning, credit by exam (CLEP, PEP, SSTS, APP) challenge exams, and credit for prior learning through portfolio development. These credit options are overseen by the Dean of Academic Affairs with the assistance of program and discipline coordinators and are limited to 25% of 30 credits or fewer. Regarding transfer credits, students must have a minimum of one-fourth of their undergraduate credits in the major or discipline pathway at the institution awarding the degree. The college web site lists articulation agreements, specifically within Connecticut, as well as the TAP Pathways. At these sites, there are course equivalency links for students to determine how MxCC courses transfer to other state universities.

On its website and in the college’s online catalog, MxCC publishes its policies ranging from Admittance and Academic Standing, including Academic Probation and Dismissal, to transfer and graduation. Plagiarism policies are outlined in the BOR/CSCU Student Code of Conduct. MxCC continues to maintain its commitment to educate students about appropriate acknowledgement and documentation and the MxCC library website makes available information and tutorials regarding appropriate documentation formats. The librarians also

regularly provide information literacy sessions to classes each semester, including summer, at both the Middletown and Meriden/Platt sites, to support the academic integrity of course work and the learning process. On Blackboard Learn, instructors have access to SafeAssign.

MxCC offers courses at off-campus locations. In 2016, MxCC partnered with Wesleyan University to form the Prison Education Partnership and Second Chance Pell Pilot. Since Fall 2015, the MxCC Manufacturing Program has been offering its courses at Wilcox Technical High School to leverage its high-tech facilities. Moreover, in Fall 2015, MxCC and the Meriden Board of Education partnered through Bridges to College to offer developmental Math and English courses along with a college success course at Meriden High Schools. The High School Partnership Program allows eligible students from area high schools to enroll in one MxCC credit course free of charge, exclusive of books and other course materials. Through College Career Pathways or CCP, students may earn college credits in Accounting, Computer Information Technology, Digital Media Production, Early Childhood Education, Manufacturing, and Veterinary Technology. CCP courses are taught by vetted high school teachers who meet the hiring qualifications of MxCC instructors. Courses taught must follow the standardized course descriptions, outcomes, assessments, and expectations. Eligible students must meet the program's requirements, as outlined on the college's website under Admissions. MxCC follows the standards for concurrent or dual enrollment defined by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

As with all MxCC courses and their varied delivery options (ground, online, hybrid, late start, cohorts, summer and intersession), the courses offered at different sites and through different modalities maintain the same academic integrity with delivery, levels of knowledge, competencies, and assessment as equivalent ground and distance learning courses.

For the recently formed Prison Education Partnership, administration and program/discipline coordinators have taken an active role in ensuring that the courses offered (Communication, Computers, English, and Political Science) meet the same standards and rigor of all MxCC courses. Instructors include experienced full-time and part-time MxCC faculty. The courses that are transferred into MxCC from Wesleyan are reviewed prior to their being taught to ensure that they meet the MxCC course outcomes and TAP Competencies.

To ensure that students have access to their instructors, all full-time faculty members have published office hours during the academic year as part of their contractual obligations. Part-time faculty are not contractually obligated to hold formal office hours although many are available by appointment. All full-time and part-time faculty have college emails and use of Blackboard (for both online and ground classes) to communicate with their students.

MxCC provides tutoring in the Academic Success Center, which is now part of the newly formed Learning Commons, on the Middletown campus. Tutoring is also provided at the MxCC@Platt site. The hours are published on the MxCC website, the center's site, and through college-wide emails. For students who are unable to access on-site tutoring there is online tutoring which can be accessed from Blackboard Learn/My Institution/Virtual Campus/Campus Activities and

Campus Resources. At the two prison locations, academic tutoring is built into the program as the students do not have access to internet. For students taking distance learning courses, they can access online tutoring through Blackboard or visit the Middletown or Meriden sites.

For all credit courses, students are assigned an I.D. number in the college's Banner system. In order for students to access the MyCommnet self-service portal and, through the portal their student email, library databases, and distance learning courses, they must have a secure log in and pass code subjected to accepted practices in CSCU system and IT Departments. Some distance learning courses, specifically Math, require a campus component, as some universities will only accept Math distance learning courses for transfer if they have a campus component. Student identification is checked. All students are required to have photo identification. However, beyond this, there is no formal way of identifying whether or not the student on the roster is the student actually participating in the course, submitting the work, and ultimately, completing the course for academic credit if the student's Banner number and pass codes are obtained.

## STANDARD FIVE: STUDENTS

Middlesex Community College is an open admission institution requiring only the completion of a high school diploma or GED for entry. Our target population is everyone! We recruit the traditional-aged student as well as the adult population, which includes workers trying to upgrade their skills or re-tool for a new position, individuals who interrupted their education for a variety of reasons, military veterans, and others simply trying to better themselves through education. We welcome students who have never attended college as well as transfer students from within and outside of our state and system.

We recruit in a variety of locations within our service area—18 towns that include Middletown, Meriden, Wallingford, Rocky Hill, and towns stretching down to the Connecticut shoreline—including high schools, college fairs, shopping malls, movie theatres, community organizations, and local businesses. Along with the outreach efforts mentioned above, corporate recruitment events have continued to be effective networking opportunities for the college. In addition, Middlesex Community College's recruitment efforts include the use of social media, email blasts, and phone communication as well as marketing efforts on television, radio, and billboards. Our college's growing on-campus tour program is a vital strategy to bring students throughout Middlesex County to campus. Organizing both regularly scheduled tours and large group tours with high schools and community organizations have enhanced our presence in the community. The college currently enrolls students from every county in the state and from over 100 towns both inside and outside our service area. To increase student enrollment, retention, and a positive college image, it will be important to continue to build current initiatives and implement new marketing and recruitment strategies that preserve the goal of putting "Students First."

Students are required to either submit SAT/ACT/GED scores or take a placement test for advisors to determine an appropriate placement in math and English classes as well as other appropriate classes. If we are in doubt we rely on multiple measures that include high school grades and, in the case of English, an essay, to determine appropriate placement. MxCC will also consider giving credit for Advanced Placement scores of three or higher.

Support services include tutoring, disability support, career and transfer advising, academic advising, and retention advising. We offer college success courses to help students get started on the right foot and offer a solid orientation program for new students. The college provides information in print, on the internet, and in person. We also have print materials about the enrollment and financial aid processes in Spanish.

Middlesex Community College has a solid orientation program that provides students who attend with a good foundation upon which to begin college. Between orientation, the college website, and meeting with an advisor, students have many ways of learning about the services available to them. Many of us would like to expand the orientation program to provide students with more information and to give them more guidance. Expanding our current four-hour orientation to five or six hours is impractical for us at this time, particularly as we do not



have the financial means to provide lunch or dinner. We are also considering ways to increase attendance at orientation or make it mandatory. The ARR Task Force will continue its discussions of these issues during the coming academic year. The college offers a college success course that has been renamed from Freshman Seminar to College Success in the hope of attracting more students who will get an expanded orientation to college and will be better prepared for success. A proposal to require a college success course of all General Studies students was postponed to allow a systemwide committee to complete its work on the revision of the General Education core. Additionally, through the systemwide Guided Pathways initiative, a required college success course may be implemented at all community colleges in the CSCU. Should this be approved, it will address our need to expand orientation and address our wish to have orientation be mandatory for all new students.

MxCC's mission statement begins "Students are the center of Middlesex Community College." This has always been the sentiment of the Student Affairs division as we strive to help students achieve success in the academic, social, and emotional aspects of their lives. The division works in partnership with academic affairs and administrative services in these endeavors and it has been very gratifying that the academic and administrative areas of the college are as concerned about student success as the student services staff and that we are able to work so well with our academic and administrative partners.

Academic support services, advising, retention, career, transfer, disability support and financial aid staff are available to serve students in Middletown and Meriden (MxCC@Platt). The quality of Middlesex Community College's support services is very strong; it would be helpful if we had more staff in nearly all service areas to reduce wait times to see a career/transfer advisor, the retention specialist, the advising director, or the disability support specialist. However, budget constraints make this a near impossibility at the present time.

Middlesex Community College was actively involved in a system-wide initiative concerning career readiness. Based on nationwide data and competencies identified by NACE, the college began establishing a series of presentations to provide students with both the skills necessary to be successful in a professional environment as well as an understanding of the expectations of employers. The first in the series was on Professionalism/ Work Ethic.

For much of the 2017-2018 academic year the Advising, Registration, and Retention Task Force met to work on strengthening advising, registration, and retention services. The work of the task force has resulted in a more thorough advising conversation (incorporating the Guided Pathways approach) and a less hectic advising and registration process for the staff and faculty involved. In addition, the college recently implemented a student record management system called Degree Works. This system, although new, is providing faculty and staff with clearer data for advising, among other things. At this point it is too early to have any data to determine whether retention has increased as a result of these initiatives but such data will be available soon. The college does not offer mental health services but we do refer students to the Community Health Center when necessary. Our counselors are able to provide crisis intervention and very short term mental health counseling if needed.

MxCC's faculty and professional staff have a great deal of interaction with students outside of the classroom. At Middlesex, we put students first and faculty and staff understand and support this mission. If anything, we wish students would take more advantage of faculty office hours and be proactive in seeking out the support and help that is available to them. MxCC's commitment to equal opportunity is strong. Towards this end, our new transfer and career counselor has begun a support group for male, African-American students called "Brothers." It meets on a weekly basis during the academic year during the college's Community Period (12:30-1:20 PM) and consists of a series of college success workshops on issues including time management, setting goals, study skills, etc. as well as a supervised study hall. The college also has an active student club for, in support of, and about issues of the LGBTQA+ community. Called S.P.E.A.K., it is one of the most active clubs on campus and its students have been presenters at the state's True Colors conference for the past several years. In October 2018, MxCC, in partnership with Asnuntuck Community College, will host a Pride conference for the CSCU system. Middlesex Community College has a relatively large Latino population and exceeds expectations, based on the area population, of African-American students.

Middlesex Community College uses the CSCU sexual harassment and affirmative consent policy. It is posted on the MxCC website and posted once a semester in The Installation, an informal, monthly publication hung in the toilet stalls all over campus and distributed at Platt H.S. Other information about sexual harassment and sexual assault is provided to students through brochures and the TV monitors in Founders Hall. The college has a Campus Resource Team which meets twice a year and which includes membership from the college, the Middletown Police Department, CT State Police, and the local sexual assault crisis center. Training on concepts of sexual harassment, sexual assault, and affirmative consent is provided through a computer application to students and employees. The college is considering ways to enhance our student participation rate in this training.

Students and parents are able to access financial aid information through a variety of available resources including the college's website, catalog, course schedule booklets, electronic message boards, brochures, and the Student Handbook. FAFSA data are downloaded by the Financial Aid Office several times a week and awards are made on a continuous basis. Students may view the status of their financial aid awards in the MyCommnet portal at any time. They are able to review the receipt of application materials, identify missing documents, download needed verification forms, and view their financial aid awards. All applicants are sent an automatic email acknowledging receipt of the FAFSA. Students are sent emails on a regular basis informing them of any required documents or actions needed, or if their application has been selected for verification. Beginning with FAFSAs received for Fall 2018, the System Office contracted with an outside vendor, Inceptia, to assist us with the verification process. We are not yet sure if this process will facilitate or hinder the award of financial aid as the students need a great deal of support in submitting their materials to and following up with Inceptia. Data are being collected that will be reviewed during the coming academic year.

To facilitate a student's financial aid application and award, MxCC contracted with a call center to assist us in fielding phone calls to the Financial Aid Office. The call center is staffed during day, evening, and weekend hours to accommodate the maximum number of students. Students may still speak to a member of the financial aid staff but the call center responds to a great volume of routine questions immediately and during evening and weekend hours so that students get the information they need. The System Office is in the process of contracting with a new call center which will begin its work in October 2018.

One subject that students must speak directly to a financial aid staff member about is student loans. Those students wishing to borrow money for their education must have an intake interview with the director of financial aid to discuss the terms of the loan, financial implications of taking a loan, satisfactory academic progress, and loan repayment. One source of concern deals with communication with students. Information regarding their financial aid awards is posted to their MyCommnet account and an email is sent to students' college email letting them know that information has been posted. Many students do not read email and some students do not realize that information about their financial aid status is available. This results in delayed registration which is detrimental to their success. MxCC did experiment with text messaging prospective students and it was somewhat successful. We are considering implementing texting to communicate with enrolled students. We also hope to mount an internal marketing campaign to urge students to set up their MxCC email box and read all email from the college.

MxCC provides co-curricular and recreational opportunities for students through its Student Activities Office and its student government system, Student Senate. Senate is supervised by the dean of students who provides training to Senate members in concepts of leadership and the decision-making process. The Student Senate Constitution specifies the academic qualifications of participants and the dean of students reviews the GPAs of all participants at the end of each semester. Student Senate has been cognizant of the need to provide activities for the students taking classes at Platt High School. Some of the events they have organized include a coffee and donuts evening, a grinder and cider night, and an MxCC-logo water bottle give-away. These and more events have already been planned for academic year 2018-2019.

The community colleges throughout the CSU have structures in place to ensure that all student services professionals have the appropriate credentials and experience for the particular position within student affairs. These include job descriptions, which are system wide, specifying educational and experience levels required for each position; search and screen procedures whereby committees comprised of faculty, staff, and, if possible, a student, are briefed by the human resources director of their responsibilities; and the posting of position announcements to encourage the broadest applicant pools possible. A review of the staff directory will show that the professional staff are appropriately credentialed. Student affairs staff are members of the Congress of Connecticut Community Colleges (4Cs) and, as such, are subject to performance reviews in accordance with the contract. They also have access to professional development funds which are made available through the 4Cs. System wide

professional development opportunities are also available and MxCC student affairs professionals are encouraged to participate.

The Student Services Team has adopted the CAS Statement of Shared Ethical Principles, which has also been adopted by NASPA. We believe this statement of principles contains all the elements of an appropriate ethics policy for professionals who work with students. The college has a set of policies regarding student rights which are published in our online catalog on the MxCC website. Students may appeal course grades and present complaints and concerns about faculty, staff, or other students. The dean of academic affairs supervises grade appeals and other academic complaints while the dean of students oversees complaints dealing with student conduct, sexual harassment, and Section 504.

As Middlesex Community College is part of the CSCU system, the content of student academic records is determined by system policy which MxCC follows. The college follows the records safety, security, and retention policies promulgated by the State of Connecticut. The college is keenly aware of privacy and confidentiality laws, particularly so after a presentation last May by LeRoy Rooker, Senior Fellow at AACRO.

For many years, Student Services staff have been asked to engage in a process of assessment of their office operations. For a time, these activities were done quite regularly but, more recently, have become somewhat irregular. However, several other surveys have been done in recent years including a survey of faculty/staff and another of students developed by the Advising, Registration, and Retention Task Force; a survey about the cafeteria, game room, and availability of books; a satisfaction survey of The Magic Food Bus, the college's food pantry; and two surveys regarding sexual assault and relationship violence. Our MxCC@Platt program had an on-site review in Fall 2017 by a NEASC evaluator.

## STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

### Faculty and Academic Staff

Middlesex Community College employs approximately 200 faculty including 44 full-time and 150 adjunct/part-time. Most adjunct faculty teach in multiple sessions while some teach only one course per year. MxCC faculty are unionized, belonging to the Congress of Connecticut Community Colleges (4Cs) and each faculty category is clearly defined. MxCC has experienced 14 retirements since June 1, 2016 and the college has taken the opportunity to evaluate its teaching needs prior to mounting searches to fill the vacant positions.

Most MxCC faculty teach a minimum of four classes per semester, are expected to engage in academic advising and are expected to provide service to the college in the form of committee memberships, by maintaining office hours, maintaining contact with one's academic discipline, and participating in other projects as needed. The new collective bargaining agreement with the State has modified the obligations of full-time faculty. Until Fall 2017, faculty were asked to perform nine hours per week of "additional responsibilities" which included chairing committees, developing new programs and courses, chairing special task forces, serving as club advisors, etc. The new collective bargaining agreement requires all new faculty—hired on or after July 1, 2017—to teach a fifth course in lieu of additional responsibilities. In addition, the agreement requires the colleges to pay longer-serving faculty an additional \$2500 if they choose to teach a fifth course in lieu of additional responsibilities. For the Fall 2018 semester, 11 of the 38 faculty members eligible to make this election have done so. There is concern that this will result in fewer faculty being available to take on some of the pressing work of the college and may even result in diminished faculty voice in college governance.

In 2012 the college went through an examination of the credentials of all faculty to be certain that all had an appropriate master's degree for the discipline in which they teach. This resulted in some reassignments. The college has been very careful about this as it searches for and hires new faculty.

The college's new human resources director has brought a clarity and consistency to the search process that search committee members appreciate. MxCC has been very successful in diversifying its faculty and staff in recent years. Since January 2016 MxCC has hired five minority faculty and staff in a range of professional positions including faculty, counseling, and financial administration. Each new hire receives a written contract outlining the terms of the appointment. Salaries and benefits in the State of Connecticut remain quite generous despite recent budget difficulties in the state resulting in modifications to the benefits package.

The collective bargaining agreement details criteria for retention, evaluation, promotion, and tenure of all faculty. It additionally sets forth standards for resolving grievances. A faculty handbook is available online at <http://mxcc.edu/wp-content/uploads/2013/10/MxCC-Faculty-Handbook-2017-18-FINAL-For-Print.pdf>. Further, the Board of Regents approved a Code of Conduct for faculty and staff in Fall 2017. There is a systemwide method for the evaluation of faculty which is contractually based and has been employed for a long time.

Faculty are expected to stay current in their disciplines through conferences, journals, and, to a lesser degree, research. We do not have a significant expectation for research in the Connecticut community colleges but some faculty engage in research out of their own interest. The community colleges have a systemwide Center for Teaching and each college has a local Center. MxCC's immediate past CFT chair (2016-2018) is an experienced professor of environmental science. She brought a great deal of energy to the position and encouraged involvement with the CFT in new ways. The incoming chair is a similarly experienced and enthusiastic professor of social sciences.

All faculty, regardless of rank, are accorded academic freedom per the 4Cs contract.

### Teaching and Learning

MxCC faculty are very conscientious about assessing their own instructional methods and techniques. They have been assisted with this by the reinvigorated Center for Teaching and a wealth of new technology that has been installed on the campus. Standard 7 describes in greater detail the new Pegasus Green, a high-tech collaborative teaching and learning space contained within the library. Completed in summer 2017, faculty have been using the Pegasus Green both for occasional use with their classes or for permanent classroom use.

To the extent possible, the college ensures that students can learn from many different faculty. Although full-time faculty are small in number, the college has a strong corps of adjuncts who are diverse in their personal characteristics and teaching styles.

## STANDARD SEVEN: INSTITUTIONAL RESOURCES

### Human Resources

The college has experienced a reduction in the overall number of staff over the last few years which is a direct result of the reduction in the State budgetary allocation to Higher Education. This has resulted in a hiring freeze for the better part of the last couple of years and our ability to refill positions as they become vacant has been impacted. However, this has also forced the college to reimagine how we fulfill our mission and, given the versatility of our workforce, we continue to adapt and are confident we are successfully fulfilling our mission. Additional information addressing the preparation and qualifications of all faculty and academic staff can be found in Standard 6.

Human Resources policies are reviewed with all new employees during an initial onboarding orientation. Documentation of the onboarding orientation is maintained in each employee's personnel file. Grievance processes, which are policy specific, are noted within each policy and where not specified, employees are advised to bring concerns to the Human Resources office for review.

On an annual basis, employees are reminded of several Human Resources policies via email. In addition, the Human Resources Director overhauled the Human Resources section of the Middlesex Community College website, to include a readily available listing of all Human Resources policies. These policies are updated as necessary.

The terms of employment for all new hires is made clear with the issuance of a contract. Thereafter, employees on standard or tenure track appointments are deemed continuing employees unless advised otherwise. Employees who are on special appointments (including adjunct faculty and educational assistants) receive contracts which depict clear terms of employment for each assignment that is accepted. Any future changes to the terms of employment, including salary increases or changes in benefits is communicated separately to impacted employees.

Compensation is adequate and ensures the institution can attract and retain qualified administrators, faculty, and staff. In addition to competitive salary scales, employees enjoy a generous benefits package that is worth over 50% of their total compensation. Employee pay plans are structured such that they allow for movement across a progressive pay scale. Movement across a pay scale is pre-determined as a result of contract negotiations between employee unions and the Board of Regents or, in the case of classified staff, the Office of Labor Relations. In addition, the 4Cs union, which represents our largest share of employees, has a negotiated promotion process which further affords employees the opportunity to apply for promotion and receive salary increases above and beyond that which is negotiated for the entire unit. Non-bargaining unit management pay plans are structured such that they allow for movement across a progressive pay scale. Salary increases for non-bargaining unit managers is authorized by the Board of Regents and based on available funds.

Full- and part-time faculty as well as non-teaching staff are evaluated in accordance with a schedule that has been negotiated between the Board of Regents or the Office of Labor Relations and the various unions that represent our employees. The process for faculty evaluations is somewhat more complex and, contains a self-assessment by the faculty member, a classroom teaching observation, and pre- and post-evaluation discussions with the supervisor. The primary emphasis of the evaluation is classroom teaching. Student evaluations of faculty are also reviewed by discipline and program coordinators and, in the case of adjuncts, figure into the decision to invite the adjunct back. For full-time faculty, the student evaluations are reviewed and discussed with faculty as part of an ongoing process of improvement.

MxCC has numerous opportunities for professional development for administrators, faculty and staff. Annually, the college receives professional development funds from the Board of Regents that were negotiated with the 4Cs union and can be used by full- and part-time members of the union to pursue professional development activities. The funds can be used for attendance at conferences and workshops and to offset tuition costs for staff who are pursuing advanced degrees. In addition, the 4Cs union recently negotiated a tuition waiver benefit for its members. The college also provides some of its own professional development opportunities on campus through the Center for Teaching, a statewide initiative which promotes teaching excellence through the creation of coordinated professional development opportunities for faculty and staff.

### Financial Resources

Middlesex maintains a conservative fiscal management practice. Our financial stability is evidenced by the historic availability of unrestricted reserves to respond to the immediate needs of decreased enrollment, decreased state support, and increased employee costs outside the control of the college. In 2014 the college depleted the unrestricted reserve causing a re-evaluation of our strategic plan priorities. We re-examined our leased properties and cut redundant services as much as possible. The downward draw was reversed, followed by the return to a positive net asset balance in 2017 (\$504 thousand).

Fiscal savings and enhanced student experiences are achieved through educational community partnerships. Students benefit from our relationship with the City of Meriden for our Platt High School location as well as Middlesex Hospital and Pieper Olsen Veterinary Hospital offering quality clinical education on site by practicing professionals in those fields.

Personnel salary and benefit costs account for the majority of expense for the college. Over 81% of full time employee costs derive from faculty, academic and student support staff. The full management team participates in the budget preparation process, providing input to the hiring needs for their respective areas as well as any other operating needs for that planning year, such as program accreditation visits, equipment or technology needs. This team addresses issues raised by the existence of operating deficits. Campus participation is sought through *Budget Bash* sessions with the campus CEO and Dean of Administration.



The college has qualified finance staff led by a Dean of Administration and an Associate Director of Finance hired in 2017. The Board of Regents has additional reporting oversight with annual audits performed by the State Auditors for Public Accounts and annual audited financial statements prepared by an independent CPA firm. These audits are reviewed and recommendations are acted upon locally and through the board. Internal fiscal procedures are documented and monthly/quarterly reviews are completed by management to ensure fiscal integrity is maintained.

A major site improvement project will be completed during the summer of 2018 to address ADA walkway compliance issues, a replacement stairway to Chapman Hall, parking lot resurfacing, surface water drainage upgrades, new curbing and a legacy plaza that will include outdoor seating options and security bollards to protect pedestrians on campus.

Great strides have been made to protect the safety and security of students, college employees and our data. In 2017-2018 a comprehensive upgrade to the video surveillance system was completed, both Continuity of Operation plans and Emergency Action plans were updated and the college system moved all electronic processing of DCL3 data to within a protective enclave. To access the enclave, users must complete a dual authentication process to allow access to our Banner legacy system, the state human resource processing system of CORE-CT as well as personal drives for files containing any form of this data. Many cloud-based systems have been implemented over the past year, such as Office365, to allow end users secure access their data wherever they are.

The college maintains its commitment to sustainability and carbon footprint reduction by implementing a student recommended composting initiative that resulted in over 865 pounds of food scraps being removed from the incinerator trash stream during the 2017-2018 academic year. Other environmental initiatives include solar panel installation and a student well water project to reduce the use of plastic bottled water at community events.

#### Information, Physical, and Technological Resources

One of the most exciting developments since the last review has been the creation of a Learning Commons, gathering together the personnel and services of the Library, Distance Learning/Educational Technology, and the Academic Success Center in one space, and introducing Pegasus Green, a 21<sup>st</sup> Century Technology Center. The funding for this technology center came through a strategic use of capital equipment and special bond fund dollars allocated to our college by the System Office to develop 21<sup>st</sup> Century classrooms. The center concept was derived through the collaboration of the Educational Technology committee of the college, a committee comprised of faculty, educational and technology support staff and management. Students and faculty now have even more opportunities for collaborative group work and instruction, video recording, presentation development, online tutoring, and web conferencing. Existing décor, furnishings, and additional study areas have also been reimaged in this new teaching and learning space.

There are currently four full-time librarians, including the Director. While the lean staff numbers have forced the library to close most Saturdays during each semester (except for four Saturdays when both a librarian and tutor are available), the situation has resulted in an even greater emphasis on improving work efficiencies, prioritizing projects in response to patron needs, and expanding online resources. The library's faculty-librarian liaison program has been re-vitalized, resulting in information literacy instructional visits to never-before seen classes and collaboration on new projects such as open educational resources. Because of this collaboration as well as user-experience testing, many existing online research guides have been enhanced and a series of new interactive tutorials on the research process (each including an assessment component) have been created using the software, Storyboard Go-Animate. The instruction team has made inroads into expanding the library's presence as embedded librarians within fully online classes in Blackboard, using Camtasia to create a number of customized short videos to coincide with the learning outcomes within each course. The instructor workstation within the library's information literacy classroom now includes Smartboard software so librarians, as well as faculty who reserve the classroom, are able to use this tool for instruction and on-the-fly assessment.

Continued attention to reviewing and selecting appropriate databases to support the college's academic program has contributed to a 15% increase in database usage from 2014 to 2018. For example, two new career and test preparation databases have been added and marketed to students, faculty, and the Career Development and Counseling and Academic Success Centers as well as a robust, interactive 3-D anatomy database (Anatomy.TV) to support health and science programs. The library has made a conscious effort to expand its electronic book collection to allow for 24/7 access, resulting in a 26% increase in usage. Visits to the library's website and to the library's tab within Blackboard have increased 117% and 42.5%, respectively, during this same period. As a result of ongoing marketing of library services including information literacy instruction and the enhancement of community gathering spaces such as Pegasus Green, patron visits to the physical library have increased by 9% from FY 2014 to FY 2018.

All library functions including acquisitions, cataloging, and circulation are accomplished via a library information system provided by the vendor, ExLibris. When the community colleges and state universities merged into one system several years ago, the System Office purchased one unified "next generation" system which, after much preparation and work, became fully implemented in time for the Spring 2017 semester. The new system (Alma) streamlines many library functions, uses cloud storage capabilities, offers a "one-search box" Google-like experience via its Primo Discovery Tool, and allows for resource sharing of in-library loanable items across all 17 institutions within the system to the benefit of students, faculty, and staff.

One area of concern noted in the 2014 NEASC review was to "provide sufficient and appropriate resources to support academic and student services at the Meriden Center location." To support the college's decision to subsequently close the Center and relocate college credit classes to the newly renovated Platt High School in Meriden, basic library services such as textbooks on reserve and loaning small netbook computers and graphing calculators

continue to be made available. Students attending classes at MxCC@Platt have access to all online library databases, electronic books, and research guides; tutors in various subjects are available in-person and online, and research assistance and distance learning support is provided virtually upon request. Instruction librarians continue to visit classes in Meriden.

In the area of general technological resources of the college, there are several changes to report. As indicated in the appraisal and projection section of our 2013 report, Information Technology and Technological Resource allocation are two areas that would be directly impacted by organizational changes made in the CSCU System. Recently, CSCU implemented a more centralized enterprise approach to IT management and the delivery of information technology services. The decision in 2013 to fully standardize and merge the IP Networks, to reconfigure and centralize the Voice over IP telephone systems, and to utilize standard infrastructure designs among Connecticut Community College campuses required that the infrastructure (network switching and routing gear, cabling, and bandwidth) be completely overhauled, allowing for a faster network for all locations. This was a huge benefit for Middlesex, as we had experienced network issues for a number of years. Working groups formed to create standard policies, standards, and procedures, including huge progressive steps in data safety and security. This true enterprise model provided for cloud based solutions for the CRM (Banner) and LMS (Blackboard) systems, and cloud based productivity applications standardized on Office 365 for students and employees. This now allows for 24/7 access to applications, communication tools, and data storage that were not uniformly or widely accessible in the past. With that foundation, more services are offered across all colleges. The systemwide initiative “21<sup>st</sup> Century Classrooms” has also allowed Middlesex to upgrade several classrooms and spaces on campus to make the environment, and teaching and collaboration much more collegiate.

All administrative and academic areas utilizing the campus infrastructure now must conform to the IT Standards and govern selection of program materials and equipment to these standards. The fact that these services originate outside of the campus means that more support is required from the System Data Center. A standard procedure for purchasing, funding, support services and fulfillment has been designed and we are currently testing each part of this process to smooth the flow of IT services. Luckily, with the cloud-based solutions, our new Meriden site at Platt High School has proven equally sufficient for offering services comparable to those in Middletown. Working collaboratively with the System Data Center and the Meriden public schools, we established sufficient bandwidth, modified office services, and virtual access to the CRM and learning management tools. Platt High School is a now major campus location. Equality in all services between the Middletown and Meriden locations remains a priority.

Given the current merging of data and information technology services and the allocation of funds and resources from one pool to the colleges as needed, the institution has sufficient and appropriate information, and technological resources necessary for the achievement of its purposes. The Institution uses information technology sufficient to ensure its efficient ability to plan, administer and evaluate its program and services.

## STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

“Students are the center of Middlesex Community College.”

This is the first sentence of the college’s new Mission Statement, which evolved from a strategic planning process that spanned the 2016-17 academic year. A simple declaration, it represents the collective understanding expressed by all constituencies that the entire institution sees the student experience and student success as the center of everything we do. Certainly, such a statement may seem obvious. Without students, Middlesex Community College would not exist. Yet, a scan of college and university mission statements indicates a strong tendency to emphasize *what the institution provides and seeks to do*, rather than *whom the institution serves and for what purposes*.

Placing students at the center has sharpened the focus of the college’s work across all departments and at all levels of the organization. We have chosen to affirm what students themselves say is a primary reason they chose to attend Middlesex: the people. Surveys continue to show the value students put on building relationships between themselves and “caring teachers and staff,” “dedicated professors,” “friendly and supportive administration,” and a “welcoming student body.”

The character of mutual, professional affiliations between students and the institution is embodied in the second sentence of the Mission Statement:

*By creating meaningful relationships with our diverse population of students and by providing high quality, affordable, and accessible educational experiences, Middlesex Community College helps students achieve their individual goals and become productive, engaged global citizens.*

The college’s strategic plan, as adopted in May 2017, further defines the college’s vision to be a truly student-centered institution. In particular, the first of five key values states: “Our students come first and are at the center of our decision-making. Every effort is made to address their needs and support their efforts to accomplish their goals.” Placing students at the center of our college has focused the work of our employees, and strengthened the emphasis we place on community partnerships. Doing so has also set a high bar which we strive to attain as we evaluate the effectiveness of our institution.

### What Students Gain as a Result Of Their Education

#### Description

Per Board of Regents policy, all academic programs are reviewed every seven years. This work is overseen by the Dean of Academic Affairs, with coordination and peer input provided by the Academic Review Team which is chaired by a faculty member. The team’s work product is reviewed as “informational items” by the college governance system through the Curriculum

Committee, Academic Assembly, and Executive Council. A summary of the final results is communicated on an annual basis from the Academic Dean to the Board of Regents' office in Hartford.

### **Findings and Analysis**

At the time our Self-Study was completed in 2013, the college counted 31 academic programs, disciplines, and services that were subject to regular review (not including professionally accredited programs). Six had not been reviewed in the past ten years; 15 had not been reviewed at all.

Since then, the college has made significant strides to correct this matter. The Academic Review Team embarked on an aggressive strategy in the Fall 2013 semester to bring all academic programs, disciplines, and services into compliance with regular reviews as required by NEASC expectations and BOR policy. The team worked closely with the Dean of Academic Affairs' Office and the Program Coordinators Council to set an ambitious review schedule and modify the program review instrument to make it more "user friendly," since one reason given for non-compliance was a cumbersome template that had been in use since the mid-2000s.

Sections of the new instrument include:

- Mission (Program Goals and Learning Outcomes)
- Enrollment/Recruitment/Retention/Completion/Transfer Efforts
- External Partnerships
- Student Advising
- Program Instruction
- Learning Outcomes
- Budget
- Learning Commons and Student Services
- Strengths/Challenges
- Site Visit Results (half day External Peer Review)
- Academic Review Team Recommendations

What students gain as a result of their education is clearly stated under Learning Outcomes, which are listed in the college catalog as well as in program reviews. External Advisory Committees, which meet on a regular basis, ensure that the learning outcomes are appropriate and necessary for success in the field for which students are being prepared. Each program also includes general education outcomes. Student mastery of these outcomes is assessed through a variety of methods, including capstones; portfolios; research projects; embedded, key, or signature assignments; internships; rubrics and scoring guides; licensure and certification examinations; comprehensive examinations; and student surveys.

### **Appraisal and Projection**

From Fall 2013 to Spring 2018, a total of 19 reviews have been conducted with three more in progress for completion by October 2018. The college presently has 29 programs, disciplines,

and services subject to review (not including professionally accredited programs); 27 are in full compliance with BOR policy. (The remaining two will be reviewed during the 2018-19 academic year.) The college plans to remain in compliance with BOR Policy and continue to use the new program review template and the Academic Review Team to ensure thorough review and continuous improvement in all academic programs.

### Assessment of Student Learning; “What and How Students are Learning”

#### Description

According to Board of Regents Policy 1.7,

*The Connecticut State Colleges and Universities will assess student learning in a manner consistent with NEASC Standards, standards of program-specific accreditors and groups, and disciplinary expectations, with faculty having a leading role to develop and implement plans for the assessment of learning for educational improvement.*

Assessment of student learning is generally divided into three categories: Developmental Education, General Education, and Program-Based Education.

Developmental Education: The developmental education sequence in English and math was modified significantly in the Fall of 2014 in response to a law (Public Act 12-40) passed by the Connecticut legislature. The legislature was concerned that requiring some students to complete two or three levels of remediation caused them to become discouraged and drop out and also created the risk that their financial aid would “run out” before they could finish their program of study. There was also a belief, partially inspired by the work of the Complete College America organization and the Community College Research Center, that some students who scored close to the college level cutoff on the placement test could be successful in a college level course with supplemental support as opposed to being required to complete a full developmental course. Initially, the law was intended to mandate a single “intensive” developmental course in each discipline and an “embedded” level (college level course with supplemental support). In response to concerns from the community colleges, an additional lower level, “transitional,” was added for those with an extensive need for remediation.

At Middlesex, the English and math departments adopted different approaches to complying with the law. The English department consolidated the previous two levels of developmental coursework into a single six-credit course (English 096). For the embedded level, students at the lower end of the placement range take the college level course (English 101) along with a supplemental three-credit course (English 099A, initially English 063). Those at the higher end take English 101E, a three credit/four contact hour course that provides supplemental instruction. The math department created two intensive levels for students with progressively stronger math skills, a six credit course (Math 095I, initially Math 085) and a three credit course

(Math 095). Completion of either course qualifies a student to take the first college level math course (Math 137). A three-credit course (Math 137E) serves as the embedded math level.

The Transitional Year Program (TYP) learning community is offered for developmental students. In the fall semester, this group of students takes a developmental English course, College Success, and Introduction to Computers. In the spring, they take freshman composition (English 101), a science course, a math course based on their placement results, and an elective. Tutoring is available for these students through the Academic Success Center. Providing additional support are an Instructional Support Specialist in both English and math who tutor, teach workshops, and provide supplemental instruction in the classroom. For students who need extensive remediation, the college has a partnership with area adult education providers to offer ten-week workshops in English and math as well as a college success course.

Finally, non-credit Fast Track Math and English workshops are offered in the winter and summer for students who want to get a head start in their studies or improve their placement test results. Students re-take the placement test at the end of the workshop.

The General Education core at Middlesex Community College offers students a comprehensive and vibrant curriculum which builds the foundation for lifelong learning. To that end, our course offerings provide students with rich learning experiences meant to develop their critical think ability; communicate clearly, both orally and in writing; use quantitative and scientific reasoning practically; understand and navigate information and use it effectively; and value others through an appreciation of human differences. General Education at Middlesex prepares students for their shared responsibilities as global citizens and to thrive in and contribute to an increasingly information dependent society.

The MxCC 2013 Self Study reported extensively on the new Transfer Articulation Program (TAP) adopted by the Board of Regents.

*The initiative itself involved creating a General Education common core developed by representatives from all 17 institutions in the [Connecticut State Colleges & Universities] system in order to better facilitate transfer between institutions with minimal loss of credit. The common core provides a minimum of (30) credits designed to be included in associate degree transfer programs at community colleges that are aligned with bachelor degree programs at the four state universities and Charter Oak State College (p. xviii).*

The common general education core is defined as a set of competencies informed by NEASC accreditation standards and liberal education learning objectives developed by the Association of American Colleges & Universities (AAC&U). Documentation for the general education competencies include specific learning outcomes and suggested assessment rubrics based in part on the AAC&U Value Rubrics. In short, the TAP project offers a “turnkey solution” for general education reform and assessment at CSCU institutions.

Middlesex Community College recognized the TAP project as an opportunity to update the college's general education core to better align it with state, regional, and national standards; and, to improve our efforts at assessing student learning in, and the effectiveness of, the general education core. The new core, adopted effective Fall 2016, is described in our online catalog: <http://mxcc.edu/catalog/general-education>.

All course syllabi include information about the specific course, program, and general-education abilities to be assessed in the course. Assessment of student learning is based on demonstrated mastery of the abilities. Students are assessed by faculty according to a two-standard rubric. Student scores are entered at the end of the semester into a database.

The main purpose of our general education assessment is to gather evidence to make inferences about how effective the designated courses help students fulfill general education competency requirements and how well students progress toward meeting general education goals. One of the differences between course grades and course assessment is that the grades give a global evaluation but do not provide sufficiently detailed information about which learning outcomes students are mastering and which are giving them trouble. We hope that through the general education assessment process, faculty can reflect and discuss how to improve student learning of particular learning outcomes as a way to drive continuous improvement. We also hope to build an institutional culture on evidence-based assessment, and enhance institutional capacity on scoring student work based on learning outcomes. The assessment results can also be used for General Studies and Liberal Arts and Sciences program reviews, the accreditation reports, etc.

The MxCC General Education Assessment Leadership Team was formed in Fall 2016 to oversee the college's general education assessment efforts. The Team reports to the college's Curriculum Committee. The Chair of the Team serves as the Co-Chair of the Curriculum Committee and gives regular updates at Curriculum Committee meetings. Current Team members include: Lin Lin, faculty, Chair of Assessment Leadership Team and Co-Chair of Curriculum Committee; Steven Minkler, Dean of Academic Affairs and Interim CEO; Joanne Faust, Associate Registrar, Chair of the Curriculum Committee; Paul Carmichael, Director of Institutional Research; Donna Bontatibus, faculty, TAP Liaison; Sara Brinckerhoff, Interim Associate Dean; and David England, Dean of Institutional Effectiveness.

As discussed above, MxCC adopted the CSCU TAP Framework<sup>30</sup> competencies as its general education core in Fall 2016. For the purpose of general education assessment, two to three courses with the highest course enrollment numbers for each competency were selected, totaling 21 courses in 10 competency areas. Responsible faculty members for the courses were assigned. An assessment template consisting of five tables and an appendix list was developed and distributed to the faculty, together with the instructions on how to fill out the template, and a completed sample report. The required number of artifacts and the sample size of student work were specified. How to randomly select artifacts was explained and a Q&A list was distributed. Faculty were asked to complete their first draft of the assessment report by the end of Fall 2017, the second draft, together with all artifacts being uploaded to the



specified Blackboard location, by April 1, and the final draft by April 15, 2018. The overall progress was tracked and assistance was provided by the Chair of the Assessment Leadership Team.

Even though this assessment methodology focuses mostly on direct measurements, the Team sought faculty's input on ways to evaluate student learning from indirect measures (the subjective or perceived measures) by students that display their knowledge and skills, i.e. through questionnaires, surveys, focus groups, etc.

### **Findings and Analysis**

By the end of April 2018, 76% of courses had completed the final assessment reports. Eighty-one percent of the courses uploaded artifacts to the specified Blackboard location. Overall, 350+ artifact items were collected. The assessment results were presented at the college-wide Faculty Meeting – “What Did We Learn from Assessment” on April 24, 2018. The student scores for each learning outcome of each competency were compared and discussed during the meeting. Several of the participating faculty shared their “lessons learned.”

The lessons learned included the following: There was some confusion about the interpretation of learning outcomes and rubrics. Some faculty felt it was challenging to align artifacts with particular learning outcomes. Others felt they lacked experience in scoring student work based on individual learning outcomes. Some artifacts were hard to obtain, for example, the artifacts for the Oral Communication competency. Some faculty were teaching based on textbooks rather than learning outcomes. Some faculty were unaware of the general education learning outcomes that the designated courses need to fulfill.

For some faculty, the delays in submitting reports were caused by the following: 1) obtaining equivalent artifacts from different instructors across multiple sections of the same course, 2) the short time period (late Fall to early Spring) where it was difficult to collect artifacts that meet all learning outcomes for a section, 3) not being able to identify artifacts to meet a particular learning outcome, 4) needing to create new assignments to satisfy a learning outcome, 5) relying on others (adjuncts in most cases) to provide artifacts, 6) overall busy schedule.

### **Appraisal and Projection**

We believe our first round of general education assessment activities since the implementation of the new general education core was successful in gaining important information about our students' level of achievement in the general education outcomes. As discussed above, lessons were learned about obstacles and challenges in conducting the assessment process that will be used to improve the second round of assessment activities during the 2018-19 academic year.

We are planning to evaluate an assessment tool called Aqua (by Watermark) in the next academic year to determine if it is feasible for the college to adopt it. If Aqua is to be adopted, the Assessment Leadership Team will be involved with the initial set-up and trainings. The artifacts collected from this year will be uploaded to Aqua. We will continue to collect artifacts

for the 21 identified courses mostly by asking students to directly uploading their own artifacts. Artifacts from additional courses may also be collected. Assessment retreats may be planned for faculty to participate in scoring activities.

### Measures of Student Success, Including Retention and Graduation

#### Description

In addition to the assessment of general education outcomes, the college tracks graduation, transfer and retention rates after three years (the three rates are combined to determine an overall success rate). The college also monitors student progress in completing developmental education and their subsequent success in gateway English and math courses as indicators of student success.

The increase in the combined success rate indicates we are making progress in fostering student success.

Cohorts	Fall 2010	Fall 2012	Fall 2014
Graduation Rate	14%	19%	18%
Transfer Rate	27%	23%	28%
Retention Rate	10%	17%	17%
Combined Success Rate	51%	59%	63%

Many of our first-time, full-time degree-seeking (FTFTDS) students do not remain full-time exclusively during their college career. In fact, the mixed enrollment group (students who attend both full-time and part-time) tends to be twice as large as the exclusively full-time group. This “mixed enrollment” group as described by the National Student Clearinghouse (NSC) demonstrates marked academic persistence when the graduation rate is followed over a longer period. For example, the NSC provides six-year completion data for first-time, full-time, degree-seeking cohorts comparing full-time and mixed enrollment outcomes. Outcomes for the “mixed enrollment” group are consistently at least as high as the exclusively full-time group. In the most recent six-year reports for Middlesex Community College’s 2007 and 2008 FTFTDS cohorts, both the exclusively full-time and mixed enrollment cohort groups achieved between a 30% and 35% completion rate.

In addition to some of the issues identified above, including the transfer out rate and still enrolled rate, and the number of students who weave from full-time to part-time and back to full-time again, there is also the issue of students who leave to take jobs in their fields prior to completion of their programs. We do not have data on this group of students but we know from program coordinators that this is not an infrequent occurrence. Some of these students do eventually complete their degrees at MxCC or elsewhere. Although our preference would be that the students stay to complete their degrees and graduate prior to taking a position, we are gratified that nearby businesses are so pleased with the education the students are

receiving that they feel the students can be hired prior to completion. For financial reasons, this is very practical for many of our students.

### **Findings and Analysis**

Not surprisingly, the Board of Regents for Higher Education and the Connecticut Legislature are very interested in how modifications to the developmental education program impacted student success. A Research Design Task Force was formed to analyze and report on the data. Middlesex's Dean of Strategic Initiatives, who was Dean of Academic Affairs at Tunxis Community College at the time, was appointed to the group. The task force decided to compare developmental student outcomes from the Fall of 2012 (when all the Connecticut colleges were using the "old" system) to the outcomes of developmental students from Fall 2014 (when the "new" system was fully implemented). The group is working with the Community College Research Center on the research design, but Middlesex has done a preliminary analysis with Middlesex data.

It is difficult, of course, to draw any final conclusions about the data because the new system has been just recently implemented. So far, however, the results are somewhat mixed. We looked at the following:

- spring status of fall developmental students
- the spring pass rate in the college-level course of fall developmental students compared to the pass rate for new and continuing students in the same course
- developmental students' status after two years
- the pass rate in the college-level course of developmental students after two years.

In both English and math, significantly more fall developmental students in 2014-2016 moved to the college-level course in the spring than did Fall 2012 developmental students, a positive outcome. In English, about the same percentage of fall developmental students did not return to the college or did not enroll in English across all four years. In math, about the same percentage did not return to the college, but a greater percentage did not take math in the spring in the years 2014-2016 than in 2012.

Spring pass rates in the college-level course by fall developmental students was compared to the pass rate of new students who placed directly into the college-level course and continuing students to assess the preparation of fall developmental students for the college-level course. Ideally, the fall developmental students would have pass rates comparable to the new and continuing students.

In English, Fall 2012 developmental students had lower pass rates than new students while the opposite was true for Fall 2014 and 2015 students. In Fall 2016, the developmental pass rate dropped below the rate for new students but remained higher than continuing students.

In math, Fall 2012 developmental students had a pass rate in the college-level course comparable to new and continuing students, while 2014 and 2016 students had a lower pass

rate than new students but a pass rate comparable to continuing students. The pass rate for 2015 developmental students surpassed the pass rate for new and continuing students.

College-level course two-year status examines the percentage of fall developmental students who passed, failed, and did not take the college-level course after two years. Fall 2016 students were not included in this analysis since two years since their initial enrollment had not yet passed.

In English, pass rates for 2014 and 2015 students were higher than for 2012 students. Fall 2015 students, however, had a higher failure rate than the other two cohorts but also a lower percentage that did not take the college-level course.

In math, pass rates were significantly higher for 2014 and 2015 students than for 2012 students. Failure rates were comparable between the three groups while the percentage of 2012 students who did not take the college-level course was significantly higher than in 2014 and 2015.

Finally, pass rates for developmental students who took the college-level course were compared between the 2012, 2014, and 2015 groups.

In English, Fall 2014 students pass rates surpassed those for Fall 2012, but the pass rate for Fall 2015 fell below the 2012 pass rate.

In math, pass rates rose progressively from year to year, with both Fall 2014 and 2015 pass rates surpassing the Fall 2012 level.

The English and math faculty are attentive to these data and are examining curricular and structural modifications and improvements in the developmental sequence to improve outcomes.

Many efforts are underway to improve the success of students in earning a degree. Most of these were described in the C-RAC Graduation Rate Information Project submitted to NEASC in January 2017. Additional initiatives not mentioned in the C-RAC report include the following:

1. Academic advising

In Fall 2015 MxCC hired its first full-time director of academic advising. This director is now retired and a new director was hired in July 2018. This person is responsible for training advisors, supervising the advising center, coordinating advising for registration events, providing direct advisement to students, and working with the System Office to lead the college through implementation of the Guided Pathways approach to advising.

During the 2017-18 academic year, an Advising, Registration and Retention Task Force conducted a survey of student satisfaction with advising services and made a variety of recommendations to improve the advising process. Over 500 students responded to the

survey representing a 20% response rate. Students were asked to rate their experiences with their advisor on a six point scale. The following were the mean scores, which remained consistent across all demographic groups, on the seven items. A mean of 4.5 was considered a positive result (a low rating on the first item was considered positive in that it measured a negative aspect of advising).

My advisor:

Is hard to get in touch with	2.48
Gives me as much time as I need	4.80
Encourages me to come by for help	4.79
Gives me accurate information	4.98
Has assisted with developing a long term plan	4.60
Helps me connect with needed resources	4.49
Helps me make important decisions	4.72

Other findings of the survey indicated that an average of 78% of career and transfer program enrolled students knew who their advisor was while approximately 50% of General Studies and Liberal Arts and Sciences (LAS) students did. This lead to a recommendation to better connect students in those majors with an advisor. Around 44% of students indicated that they never registered for classes without the help of an advisor while 32% sometimes did. Seventy-five percent of the respondents said that they had worked with an advisor.

An analysis of the survey results and other information lead to a number of recommendations to improve academic advising. A selected list is provided below.

- Hiring five to 10 part-time advisors to work throughout the summer
  - Scheduling “Meet Your Advisor” sessions during activity periods in April
  - Scheduling advising appointments through the college website
  - Asking faculty advisors to communicate with new advisees as soon as possible and contact continuing student advisees to set up appointments
  - Coordinating the availability of advisors with placement test dates
  - Developing a video advising series
  - Assigning students to General Studies and LAS advisors early in the admissions process
  - Encouraging faculty to participate in advising by applying their Additional Responsibilities to advising
  - Having program coordinators available during designated program advising days
  - Developing and implementing an advisor training series
2. Middlesex Accelerated Program: Middlesex Community College implemented an accelerated program in Criminal Justice, Business Administration, and General Studies in the Summer of 2017. The purpose of the program is to allow students to take two

online courses in a five-week period on a continuous basis without regard to the traditional holiday breaks of the college calendar. A student who fully participates in this program should be able to complete a degree in approximately 13 months.

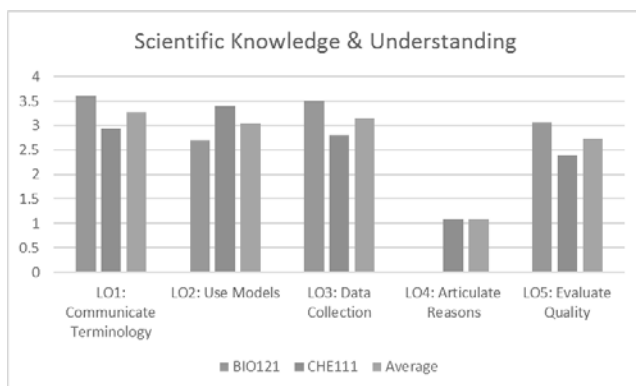
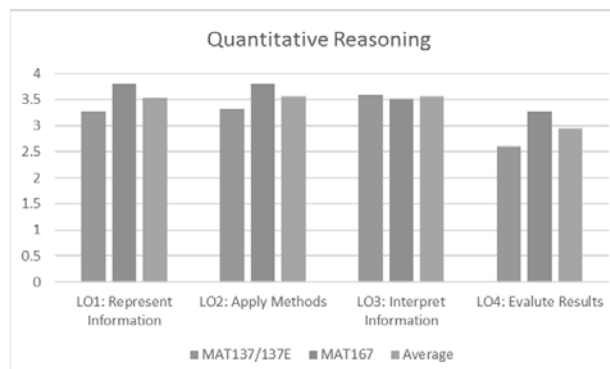
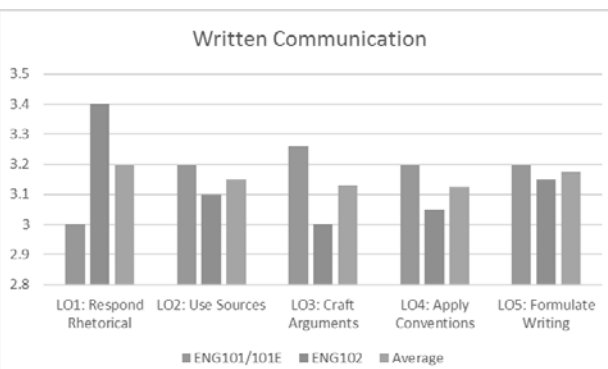
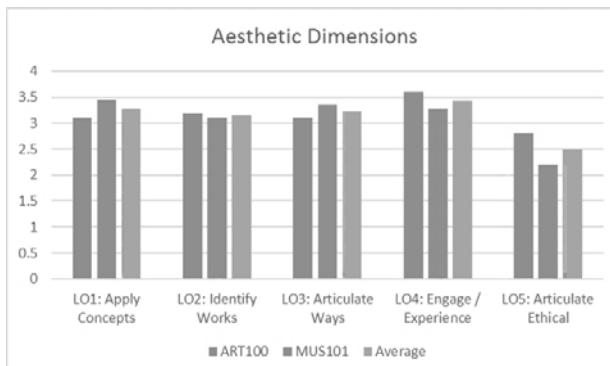
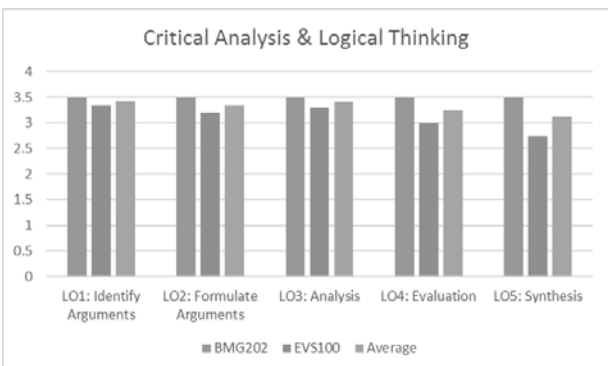
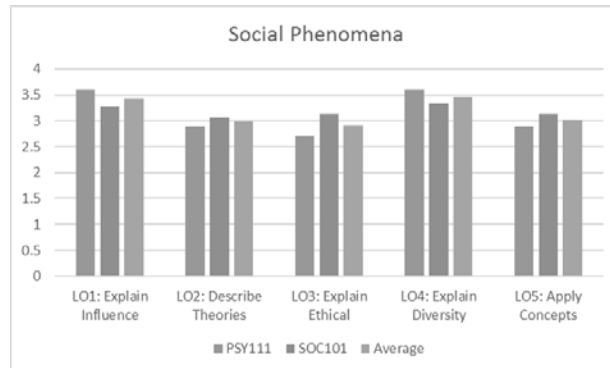
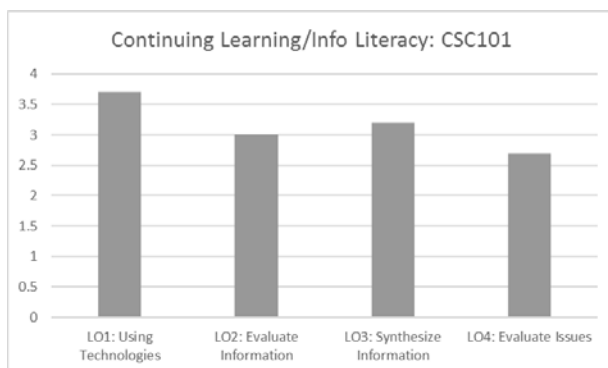
### Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes

#### **Description**

Satisfactory levels of student achievement on mission-appropriate student outcomes has been discussed in previous sections with respect to developmental education, program reviews/outcomes, and retention and graduation. Perhaps the most significant student outcomes involved achieving competency in the general education outcomes, which is also discussed above. As mentioned, the college embarked on an ambitious project to assess student competency in general education outcomes during the 2017-18 academic year. Artifacts were collected and assessed by faculty teams. The artifacts were rated on a four point scale:

1. Not Competent
2. Minimally Competent
3. Competent
4. Highly Competent

The results of the assessment project are displayed in the charts below.



## **Findings and Analysis**

The results of the project were encouraging in that most of the outcomes under each competency received a rating of competent or above. Exceptions included:

- The ability to evaluate the economic, legal, ethical and social issues surrounding the access and use of information and relevant technologies under Continuing Learning/Information Literacy.
- The ability to articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art under Aesthetic Dimensions.
- The ability to evaluate the results obtained from quantitative methods for accuracy and/or reasonableness under Quantitative Reasoning.
- The ability to articulate the reasons that scientific explanations and theories are refined or replaced and the ability to evaluate the quality of scientific information on the basis of its source and the methods used to generate it under Scientific Knowledge and Understanding.
- The ability to explain issues pertaining to social contexts and phenomena under Social Phenomena.

A faculty forum was held in Spring 2018 to review these results, and plans are underway to strengthen instruction in the above abilities.

## **Appraisal and Projection**

Historical Knowledge, Oral Communication, and Scientific Reasoning will be assessed during the 2018-19 academic year.

Overall, we achieved most of our assessment goals, including:

- Gathering evidence to make inferences about how effective the designated courses help students fulfill general education competency requirements and how well students progress toward meeting general education goals
- Serving as a self-study instrument for faculty to reflect, discuss, and make recommendations as a mean to drive continuous improvement
- Building an institutional culture on evidence-based assessment
- Enhancing institutional capacity on scoring student work based on learning outcomes

The general education assessment project will continue and be refined during the 2018-19 academic year.



## STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

### Integrity

Middlesex Community College provides an environment that both encourages and assumes ethical behavior by students, faculty, and staff. Underlying all policies and procedures is its mission statement which stresses MxCC's commitment to putting students at the center of all we do. The college also includes among its core competencies consideration of the "ethical dimensions of humankind." In addition to the college's own philosophy, the college follows contractual and Board of Regents policies and procedures that ensure it continues to operate with ethical principles in mind. These policies and procedures concern themselves with the areas of ethical conduct for students and employees, IT policies, nondiscrimination, and academic freedom. The Student Services Team of the college recently adopted the Council for the Advancement of Standards in Higher Education (CAS) Statement of Shared Ethical Principles which reflects the Team's beliefs and goals. The Financial Aid Services Office additionally employs the Financial Aid Code of Conduct used by NASFAA as an additional guide, and the Board of Regents has adopted a code of conduct for all employees which can be accessed here: <http://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployee%20Volunteers.pdf>.

Institutional and systemwide policies stress the importance of honesty and fairness in all we do. More important, however, is that MxCC practices these policies. The MxCC administration has taken the lead on treating others in ways that are respectful, fair, and honest and the expectation that others do so as well is felt throughout the college.

The subject of free pursuit of knowledge and academic freedom is addressed in different publications. The faculty/staff collective bargaining agreement specifies academic freedom in research and publication as well as in discussion of topics in the classroom. Faculty expectations and responsibilities are reviewed by the dean of academic affairs and by the division chairs when new faculty are hired.

The institution is authorized to grant its degrees by the Board of Regents for Higher Education in the State of Connecticut per Connecticut State Statutes. MxCC operates in Middletown and Meriden (operating out of Platt High School) per Board of Regents and NEASC approval.

Middlesex Community College has a far-reaching nondiscrimination statement per System Office requirements and, again, puts action behind the statement. The college community, through public statements and through its two-year-old series called Courageous Conversations, has rallied behind our international students and LGBTQ community during some difficult periods over the past several years.

MxCC recently established its first Institutional Review Board (IRB) for the purpose of insuring the ethical treatment of human subjects when faculty, staff, or students conduct research. Because of its newness, many faculty and staff do not always remember to go through the IRB prior to conducting research, particularly when conducting student surveys. The members of

the IRB are trying to make the Board's presence and use requirements more broadly known throughout the college.

Student Senate events, student club activities, and outside organizations that would like to use our facility or that wish to attach our name to its event are discussed by the Management Team to determine the appropriateness of the activity on our campus.

New programs must be approved at several levels at the college and then move to systemwide review. Most curriculum changes go through a similar review process which helps to ensure the integrity of the academic programs at MxCC.

The college communicates its policies and procedures to students via various publications including the catalog, student handbook, college website, Office of Disability Support Services brochure, and FERPA brochure available in the Records Office. The catalog is the most comprehensive document and includes the areas of academic standing, academic dishonesty, academic appeals and grievance procedures, transfer appeals, ADA grievance procedures, policy on AIDS, FERPA, non-discrimination and affirmative action, racism and acts of intolerance, and student discipline and conduct. There are additional vehicles that assist students with understanding their rights and responsibilities. The deans of all three major administrative areas, counselors, faculty, and staff frequently discuss such issues with the student population as needed. The Office of Disability Support Services publishes a brochure that instructs students in the process of obtaining support at the college and contains information regarding students' rights and responsibilities under the ADA. In addition, faculty syllabi include Board policy statements regarding the ADA, academic honesty, and religious accommodation.

Beginning with the Fall 2016 semester and culminating in Spring 2017, a series of workshops on morale were held for faculty and staff. At the time employee morale was declining, particularly because the State of Connecticut was experiencing a budget crisis and there was uncertainty about the future of the CSCU system. In an effort to bring integrity and transparency to our workplace culture, these sessions were designed to engage all faculty and staff in a discussion about morale and employee engagement and to generate ideas for improvement which management could review and implement. Workshops focused on the four themes of Work/Life Balance, Staff Recognition, Communication, and Staff Enfranchisement. Some action steps taken which were a direct result of these workshops included:

- Reviewing and modifying restrictions on time off
- Developing cross functional strategic priority teams to address strategic priorities in a manner that encourages collaboration across functional areas
- Restructuring governance assembly membership to include more faculty and staff on Executive Assembly
- Resurrection and weekly distribution of "What's Happening at MxCC," a weekly calendar of events
- Semi Annual social gatherings

In its work with the Commission on Institutions of Higher Education, MxCC also conducts itself with honesty and integrity. In the past several years the college has applied for and received approval from the Commission to offer more than 50% of particular academic programs online and to offer more than 50% of degree programs at an alternate educational location—in our case our Meriden Center, now relocated to Platt High School in Meriden. These efforts were undertaken to comply with NEASC requirements. The administrators of MxCC have frequently called the NEASC office to ask questions or get clarification of the application of various policies and our communications have always been open and beneficial.

### Transparency

The MxCC website contains information that would allow students and prospective students to understand college policies, admissions, financial aid, and enrollment procedures, and acquire information about available certificate and degree programs. We are considering a website redesign to make the site more aesthetically pleasing and modern. However, even in its current form, information is easy for students to find and written in language that is clear and concise.

The website's home page is clearly laid out to provide the public with "Quicklinks" to general topics in which they might have an interest including applying to the college; catalogs, schedules, and publications; degree and certificate programs; the library; jobs at MxCC; and how to contact the college. Across the top of the home page is a menu for "Current Students," "Future Students," "Foundation and Alumni," "Faculty and Staff," "Continuing Education," and "About Us." The college has a link to its most recent audited financial statement in the "About Us" section.

Statements made by the college regarding student achievement, job placement, and program excellence are based on survey data, accreditation of specialized programs (Ophthalmic Design and Dispensing, Radiologic Technology, and Veterinary Technology), feedback from employers, and anecdotal comments from students. Data related to pass rates on certifying exams for the specialized programs mentioned above are available on the programs' web pages.

MxCC reviews its website and publications on a regular basis—once a year for publications and on an "as needed" basis but at least once a year for the college website. The frequency is due to our desire to provide current and accurate information to viewers of our website and print publications and our desire to improve these based on feedback. The college has a skilled, full-time webmaster to help ensure accuracy of the website. However, due to cutbacks in several areas of the college, the webmaster is called upon to provide support for numerous marketing projects, leaving her less time than desirable for website maintenance.

### Public Disclosure

The MxCC catalog and website are clear about the responsibilities of students and the college. Information about fees, admission requirements, attendance and withdrawal, etc. are clearly stated on the website. All information a student would need regarding application procedures, enrollment, withdrawals, refunds, student conduct, grade appeals, etc. can be found in our web

catalog and student handbook. Students can easily find the information they need about degree requirements, dean's list, and honor society in our web catalog. The website contains information about all locations at which we teach classes and the services available. For the past 10 or so years the college has been careful about deleting from the catalog those courses that have not been taught for two or more years.

Our web catalog and website contain the names, degrees earned, and awarding institution of all full-time faculty and staff. Governing board members are identified, as are the administrative officers of the college.

All support services available to students are described on the website, as are the many ways students can relax, meet others, and get involved in college life such as through student clubs and student government.

The financial aid web pages and the Student Right to Know pages provide thorough information about the cost of education at MxCC, the availability of financial aid and the process for applying for aid, loan repayment and the cohort default rate. This information can be accessed at <http://mxcc.edu/financial-aid/> and <http://mxcc.edu/student-right-to-know-act-information/>. Middlesex Community College has been using a call center for assistance in responding to inquiries about financial aid, admissions, registration, and payment. The call center is part of the CSCU and there had been confusion as to how the call center agent should answer the phone and represent him/herself. The contract with that call center is about to end and a new call center was recently selected; it will begin providing services in October. The new call center will be given explicit instructions regarding self-identification. In other situations, such as when radiology students meet with hospital staff or Veterinary Technology students work with veterinary hospital staff, the staff are very clear as to what their role is in relation to the college and, very importantly, regarding the questions they are able to or not able to answer.

MxCC places a clearly worded statement on its website about its accreditation status.

## INSTITUTIONAL PLANS

As discussed in the Overview, the state of Connecticut is experiencing severe budget issues and the System Office of the CSCU is working on a system consolidation as a way to save money. We are uncertain about the extent to which System Office priorities and plans, and the state and system budget, will affect Middlesex Community College's plans for the future. However, until further information is received or new programs and policies are implemented at the system level, MxCC is continuing to plan and to put plan into action. Our plans all aim to further the mission of Middlesex Community College and to support the college in its efforts to continue to be the student-centered, caring, academically rigorous, and supportive institution students have come to know and love.

### **Budget**

Middlesex Community College is committed to maintaining a balanced budget that provides the college with a level of predictability. However, the Management Team also plans to work with the college to think ahead—to generate “what if” scenarios—that will enable us to plan for the possibility of further budget cuts. What will our college look like under these scenarios? How can we continue to provide the best education and educational supports possible to our students? These questions are foremost in our minds as we consider and try to predict Connecticut's fiscal situation over the next several years.

The college intends to be proactive in terms of income generation by:

1. Scaling up the Center for New Media to be a resource to other CSCU institutions. This will potentially reduce their costs of commercial production and be a savings to the CSCU system.
2. Installing an already-approved solar panel system to reduce electricity costs and greenhouse gas emissions, and connect the college's central HVAC system to a nearby, new natural gas main line owned by Eversource. Both will reduce heating and equipment maintenance costs.
3. Working towards enrollment growth in both credit and non-credit programs with a particular emphasis on continuing education programs and credit courses offered at MxCC@Platt.

### **Guided Pathways and Advisement/Retention**

The CSCU is implementing the Guided Pathways approach to advising and retention on a system-wide basis in the community colleges. In addition to Guided Pathways, MxCC has the benefit of the work of its Advising, Registration, and Retention Task Force that, along with two other task forces, operated during the 2017-2018 academic year. With Guided Pathways in mind, the ARR Task Force developed a set of recommendations, the implementation of which began in Spring 2018 and are continuing. Primary among these are:

1. Providing each new student with an in-depth conversation with an advisor at the beginning of their MxCC career. This conversation will be more than the selection and scheduling of courses. It will entail a discussion of career choice, majors and meta-

majors, work/life balance issues, paying for college, and opportunities and supports at Middlesex Community College.

2. Developing a system to assign students to academic advisors, and notifying students of who their advisor is, before classes begin.
3. Orienting a new director of academic advising to the college with an emphasis on advisor training, implementation of Guided Pathways, and student advising assignments.

### **Increase enrollment in credit and non-credit courses in Middletown and at Platt H.S.**

The college is increasing its efforts to increase enrollment as a way of counteracting the downward trend in the traditional-aged college going population. The college recently hired a student recruitment specialist who has greatly expanded our reach. Some additional activities planned for the coming year include:

1. Develop a new, more aggressive marketing strategy which will occur under new leadership of the Marketing Department.
2. Establish stronger ties with the Middletown public schools with assistance from the new superintendent. This will include regular meetings between the college's Interim CEO and the Superintendent, greater visibility at Middletown High School events, and assistance in introducing parents of Middletown public school students to programs at Middlesex Community College.
3. Work with the C SCU System Office, city leadership, and the state legislative delegation to improve public transportation to the Platt site.
4. Incentivize faculty, staff, and managers to teach or have office hours in Meriden and become more involved in the local community as MxCC ambassadors.
5. Promote the At Last! program for older learners.

### **Strengthen signature academic programs**

MxCC believes all of its academic programs are strong. Some programs, however, offer greater opportunities for increasing enrollment based on our physical ability to accommodate more students and workforce needs.

1. Health and Life Sciences programs in Ophthalmic Design and Dispensing, Radiologic Technology, Veterinary Technology, Health Information Management, and Biotechnology provide significant opportunities. We have new program coordinators for OD&D and Biotechnology, HIM is working towards national accreditation and, if received, will be the only nationally accredited associate degree program in Connecticut. Veterinary Technology could admit more students due to its popularity and we are working with our cooperating veterinary hospital to physically accommodate a larger cohort, and Radiologic Technology has new post-associate's degree certificates in mammography and computed tomography that can be expanded upon.

### **Increase college visibility in the community**

MxCC has traditionally had strong ties to the community. Maintaining those ties over the past year has been difficult. When our president retired, we were not able to hire a replacement whose sole job is that of being president. With the additional distraction of, and work resulting

from, the prospect of a systemwide consolidation the staff has been spread thin resulting in a decline in our community presence. MxCC will focus on strengthening the ties we already have and forging new relationships with our community partners. This will occur in the following ways:

1. Hosting events on campus for community partners. In early June the college hosted a mix and mingle event for business leaders and town officials of the city of Middletown. Future similar events are being planned.
2. Our Interim CEO will service on at least two community Boards including the Board of the Middlesex County Chamber of Commerce. The college will continue to maintain its relationship with the Middletown Rotary Club, Wesleyan University, the Community Foundation of Middlesex County, and the Middlesex County United Way.
3. The college will “re-boot” the MxCC Center for Civic Engagement, identify a chair and co-chair from among the faculty and staff, and reconstitute the Center’s advisory board.
4. Develop a strategic plan for the MxCC Foundation to support donor cultivation and fund development efforts.
5. Continue production of the Middlesex Moments radio and television program, which reaches approximately 30,000 households. Interim CEO Steven Minkler will serve as its host.

## APPENDIX A



### COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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

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

#### AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	<a href="http://mxcc.edu/catalog/academic-policies/the-academic-credit-hour/">http://mxcc.edu/catalog/academic-policies/the-academic-credit-hour/</a>
Print Publications	
Self-study/Interim Report Page Reference	p. 19

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="http://mxcc.edu/cdce/transfer-planning/transfer-articulation-agreement/">http://mxcc.edu/cdce/transfer-planning/transfer-articulation-agreement/</a> ; <a href="http://mxcc.edu/future-students/transfer-students/">http://mxcc.edu/future-students/transfer-students/</a>
Print Publications	
Self-study/Interim Report Page Reference	p. 19, 20

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<a href="http://mxcc.edu/catalog/campus-policies/policy-on-student-rights;">http://mxcc.edu/catalog/campus-policies/policy-on-student-rights</a> ; <a href="http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf">http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf</a>
Print Publications	
Self-study/Interim Report Page Reference	p. 27

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

Method(s) used for verification	Banner ID for log-in and Pass code. For DL courses with campus component, a photo ID is required.
Self-study/Interim Report Page Reference	p. 22

March, 2016



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

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer:  \_\_\_\_\_

Date: August 10, 2018

## APPENDIX B AND C

The most recent audited financial statement and the auditor's management letter are available at the URL below.

<http://www.ct.edu/files/pdfs/finance/finance-CCC-financial-statements-FY17.pdf>

## APPENDIX D

INTERIM REPORT FORMS				
GENERAL INFORMATION				
Institution Name:		Middlesex Community College		
OPE ID:	?	00803800		
			<b>Annual Audit</b>	
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2017	Yes	Unqualified
1 Year Prior		2016	Yes	Unqualified
2 Years Prior		2015	Yes	Unqualified
Fiscal Year Ends on:		630	(month/day)	
Budget / Plans				
Current Year		2018		
Next Year		2019		
Contact Person:	?	Adrienne Maslin		
Title:		Dean of Students		
Telephone No:		860-343-5759		
E-mail address		amaslin@mxcc.edu		

Standard 1: Mission and Purposes				
Attach a copy of the current mission statement.				
Document	Website Location	Date Approved by the Governing Board		
Institutional Mission Statement	<a href="http://mxcc.edu/community/">http://mxcc.edu/community/</a>	September 19, 2017		
Standard 2: Planning and Evaluation				
PLANNING	Year approved by governing board	Effective Dates	Website location	
	Strategic Plans			
	Immediately prior Strategic Plan	2011	2011-2016	P drive Strategic Plan Folder
	Current Strategic Plan	2017	2017-2022	<a href="http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf">http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf</a>
	Next Strategic Plan	2023	2023-2028	TBD
Other institution-wide plans*	Year completed	Effective Dates	Website location	
	Master plan	2008 & 2013	2017-2022	P drive Master Plan folder
	Academic plan	2017	2017-2022	<a href="http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf">http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf</a>
	Financial plan			
	Technology plan	2017	2017-2022	<a href="http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf">http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf</a>
	Enrollment plan			
	Development plan	2017	2017-2022	<a href="http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf">http://mxcc.edu/wp-content/uploads/2017/08/MxCC_Plan_FOR-DISTRIBUTION_51717_v9-FINAL.pdf</a>
	Plans for major units (e.g., departments, library)*			
EVALUATION			Website location	
Academic program review				
Program review system (colleges and departments). System last updated:				
Program review schedule (e.g., every 5 years)			Every 7 years	
*Insert additional rows, as appropriate.				

Standard 3: Organization and Governance			
(Board and Internal Governance)			
Please attach to this form:			
1) A copy of the institution's organization chart(s).			
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.			
Name of the sponsoring entity		Connecticut State Colleges and Universities	
Website location of documentation of relationship		<a href="http://www.ct.edu">www.ct.edu</a>	
Governing Board		Website location	
By-laws		<a href="http://www.ct.edu/regents/bylaws">http://www.ct.edu/regents/bylaws</a>	
Board members' names and affiliations		<a href="http://www.ct.edu/regents">http://www.ct.edu/regents</a>	
Please enter any explanatory notes in the box below			
Our strategic plan for 2017-2022 incorporates our academic, technology, and development plans			

Standard 3: Organization and Governance						
(Locations and Modalities)						
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)						
(Insert additional rows as appropriate.)					Enrollment*	
	Location (City, State/Country)	Date Initiated	2 years prior (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)	
?	Main campus	Middletown, CT, USA	8/1/1966	4,355	4,106	3,956
?	Other principal campuses					
?	Branch campuses (US)					
?	Other instructional locations (US)	Meriden, CT, USA	7/1/1979	699	692	576
?	Branch campuses (overseas)					
?	Other instructional locations (overseas)					
Educational modalities						
	Number of programs	Date First Initiated	2 years prior (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)	
	Distance Learning Programs					
	Programs 50-99% on-line	28		1,834	1,710	1,945
	Programs 100% on-line	1		1,325	1,274	1,121
?	Correspondence Education					
	Low-Residency Programs					
	Competency-based Programs					
	Dual Enrollment Programs					
	Contractual Arrangements involving the award of credit					
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
Other instructional locations include Meriden Center, Meriden, CT, Wilcox Technical High School, Meriden, CT, Platt@MxCC, Meriden, CT, and Second Chance Pell initiatives (York Correctional Institution, Niantic, CT, & Cheshire Correctional Institution, Cheshire, CT).						

Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree Seeking
Main Campus FT	950							950
Main Campus PT	1,239							1,239
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,189	0	0	0	0	0	0	2,189
Total FTE	1,382.20							1,382.20
Enter FTE definition:	Total credit hours divided by 15.							
Degrees Awarded, Most Recent Year	344							344
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	23			23		23
Main Campus PT	93			93		93
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	116	0	0	116		116
Total FTE	57.90			58		57.90
Enter FTE definition:	Total credit hours divided by 15.					
Certificates Awarded, Most Recent Year	52					
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						



Standard 4: The Academic Program					
(Headcount by UNDERGRADUATE Program Type)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY2018)	(FY 2019)
For Fall Term, as of Census Date					
Certificate	98	124	110	116	122
Associate	2436	2381	2271	2189	2298
Baccalaureate					
Total Undergraduate	2,534	2,505	2,381	2,305	2,420
Standard 4: The Academic Program					
(Headcount by GRADUATE Program Type)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )
For Fall Term, as of Census Date					
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0
Standard 4: The Academic Program					
(Credit Hours Generated at the Undergraduate and Graduate Levels)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY2018)	(FY 2019)
Undergraduate	27051	25863	23850	23519	24695
Graduate					
Total	27,051	25,863	23,850	23,519	24,695
Standard 4: The Academic Program					
(Information Literacy sessions)					
Main campus					
Sessions embedded in a class	96	110	94	119	119
Free-standing sessions	3	6			
Branch/other locations					
Sessions embedded in a class	15	11	11	4	6
Free-standing sessions					
Online sessions	0	0	11	12	14
URL of Information Literacy Reports					
Please enter any explanatory notes in the box below					

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY2018)	Goal (specify year) (FY 2019)
<b>Freshmen - Undergraduate</b>	?					
Completed Applications	?	971	918	889	843	885
Applications Accepted	?	948	909	858	824	865
Applicants Enrolled	?	576	529	500	499	560
% Accepted of Applied		97.6%	99.0%	96.5%	97.7%	97.7%
% Enrolled of Accepted		60.8%	58.2%	58.3%	60.6%	64.7%
Percent Change Year over Year						
Completed Applications		na	-5.5%	-3.2%	-5.2%	5.0%
Applications Accepted		na	-4.1%	-5.6%	-4.0%	5.0%
Applicants Enrolled		na	-8.2%	-5.5%	-0.2%	12.2%
Average of statistical indicator of aptitude of enrollees: (define below)*	?					
<b>Transfers - Undergraduate</b>	?					
Completed Applications		683	708	650	643	650
Applications Accepted		679	703	647	640	650
Applications Enrolled		508	456	516	446	468
% Accepted of Applied		99.4%	99.3%	99.5%	99.5%	100.0%
% Enrolled of Accepted		74.8%	64.9%	79.8%	69.7%	72.0%
<b>Master's Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>First Professional Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>Doctoral Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						
*MxCC does not use a statistical indicator of student aptitude aside from high school diploma or GED.						

Standard 5: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
					?	
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY2018)	Goal (specify year) (FY 2019)
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount		0	0	0	0
	Total FTE	?				
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount	?	1,162	1,087	978	996
	Part-Time Headcount		1,852	1,823	1,762	1,692
	Total Headcount		3,014	2,910	2,740	2,688
	Total FTE		1,803	1,726	1,592	1,568
Total Undergraduate Students						
	Full-Time Headcount		1,162	1,087	978	996
	Part-Time Headcount		1,852	1,823	1,762	1,692
	Total Headcount		3,014	2,910	2,740	2,688
	Total FTE		1,803	1,726	1,592	1,568
% Change FTE Undergraduate			na	-4.3%	-7.8%	-1.5%
<b>GRADUATE</b>		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount		0	0	0	0
	Total FTE	?				
% Change FTE Graduate			na	-	-	-
<b>GRAND TOTAL</b>						
Grand Total Headcount			3,014	2,910	2,740	2,688
Grand Total FTE			1,803	1,726	1,592	1,568
% Change Grand Total FTE			na	-4.3%	-7.8%	-1.5%
Please enter any explanatory notes in the box below						

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
<div> <div>?</div> <div>Where does the institution describe the students it seeks to serve?</div> </div>					
	(FY 2015)	(FY 2016)	(FY 2017)		
<div>?</div> <div>Three-year Cohort Default Rate</div>	draft 16.6	n/a	n/a		
<div>?</div> <div>Three-year Loan repayment rate (from College Scorecard)</div>	n/a	46	47.7		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY2018)	(FY 2019)
<div>?</div> <div>Student Financial Aid</div>					
Total Federal Aid	\$4,927,547	\$4,570,364	\$4,047,887	\$4,182,410	\$4,290,000
Grants	\$4,101,120	\$3,682,223	\$3,378,465	\$3,542,342	\$3,600,000
Loans	\$652,019	\$712,308	\$510,077	\$485,700	\$480,000
Work Study	\$174,408	\$175,833	\$159,345	\$154,368	\$174,000
Total State Aid	\$246,471	\$306,751	\$580,378	\$525,524	\$525,000
Total Institutional Aid	\$858,833	\$812,135	\$665,249	\$646,936	\$700,000
Grants	\$858,833	\$812,135	\$665,249	\$646,936	\$700,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$79,580	\$161,000	\$146,641	\$127,954	\$116,000
Grants	\$58,650	\$105,150	\$108,400	\$115,400	\$96,000
Loans	\$20,930	\$55,850	\$38,241	\$12,554	\$20,000
<div>Student Debt</div>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	7%	7%	6%	5%	5%
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$3,977	\$4,750	\$4,438	\$5,375	\$5,092
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
First professional students					
<div>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</div>					
English as a Second/Other Language					
English (reading, writing, communication skills)	54%	58%	60%	42%	40%
Math	54%	44%	37%	21%	20%
Other					
Please enter any explanatory notes in the box below					
The latest published cohort default rate is the draft rate for FY 2015. The loan repayment rate was published effective for use beginning with the 17-18 academic year. Therefore only 2 years are listed above but I am questioning the validity of the years asked for. The average debt amounts are from the feds College Score Card. Do not have data for students who do not graduate.					

Standard 6: Teaching, Learning, and Scholarship					
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)					
		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)
<b>?</b>	Number of Faculty by category				
	Full-time	45	44	44	44
	Part-time	179	181	161	151
	Adjunct				
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	224	225	205	195
	Percentage of Courses taught by full-time faculty				
		45.70%	44.10%	46.10%	49.00%
<b>?</b>	Number of Faculty by rank, if applicable				
	Professor	22	22	25	24
	Associate	7	7	9	12
	Assistant	8	9	9	7
	Instructor	2	4	1	
	Other; specify below:				
	Lecturer	6	2		1
	Total	45	44	44	44
<b>?</b>	Number of Academic Staff by category				
	Librarians	4	4	4	4
	Advisors				
	Instructional Designers				
	Other; specify below:				
	Total	4	4	4	4
Please enter any explanatory notes in the box below					

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>?</b>	<b>Number of Faculty Appointed</b>								
	Professor	22		22		25		24	0
	Associate	7		7		9		12	0
	Assistant	8		10		9		7	0
	Instructor	2		3		1		0	0
	No rank	0		0		0		0	0
	Other	6		2		0		0	0
	Total	45	0	44	0	44	0	43	0
<b>?</b>	<b>Number of Faculty in Tenured Positions</b>								
	Professor	20	0	22	0	25	0	23	0
	Associate	2	0	4	0	2	0	6	0
	Assistant	1	0	2	0	2	0	1	0
	Instructor	0	0	0	0	0	0	0	0
	No rank	0	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	0
	Total	23	0	28	0	29	0	30	0
<b>?</b>	<b>Number of Faculty Departing</b>								
	Professor	0	0	0	0	0	0	0	0
	Associate	0	0	0	0	0	0	0	0
	Assistant	0	0	0	0	2	0	1	0
	Instructor	0	0	0	0	1	0	0	0
	No rank	0	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	0
	Total	0	0	0	0	3	0	1	0
<b>?</b>	<b>Number of Faculty Retiring</b>								
	Professor	3	0	0	0	3	0	1	0
	Associate	0	0	0	0	0	0	1	0
	Assistant	0	0	0	0	0	0	0	0
	Instructor	0	0	0	0	0	0	0	0
	No rank	0	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	0
	Total	3	0	0	0	3	0	2	0
Please enter any explanatory notes in the box below									
MxCC does not rank or track its part-time faculty. We rely on a fluid adjunct pool that may grow or shrink depending upon our academic needs. Many of our adjuncts serve in teaching capacities at multiple institutions.									

Standard 7: Institutional Resources												
(Headcount of Employees by Occupational Category)												
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.												
If your institution does not submit IPEDS, visit this link for information about how to complete this form: <a href="https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf">https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf</a>												
	3 Years Prior (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	45	179	224	44	181	225	44	161	205	44	151	195
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians			0	4		4	3		3	3		3
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	19	1	20	25	1	26	25	1	26	24	3	27
Management Occupations	18		18	16		16	11		11	10		10
Business and Financial Operations	6		6	6		6	5		5	6		6
Computer, Engineering and Science	6		6	5		5	5		5	4		4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	5	1	6	3	2	5	2		2	2		2
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	2		2	2		2	1		1	2		2
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	18	2	20	11		11	11		11	10		10
Natural Resources, Construction, Maintenance	1		1	1		1	1		1	1		1
Production, Transportation, Material Moving			0			0			0			0
Total	120	183	303	117	184	301	108	162	270	106	154	260
Please enter any explanatory notes in the box below												

Standard 7: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (   /   )		2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
	<b>ASSETS (in 000s)</b>					
	Cash and Short Term Investments	\$4,000	\$4,000	\$5,000	0.0%	25.0%
	Cash held by State Treasurer	\$139	\$149		7.2%	-100.0%
	Deposits held by State Treasurer	\$139	\$148		6.5%	-100.0%
	Accounts Receivable, Net	\$1,965	\$1,974		0.5%	-100.0%
	Contributions Receivable, Net				-	-
	Inventory and Prepaid Expenses	\$20,879	\$7,228		-65.4%	-100.0%
	Long-Term Investments				-	-
	Loans to Students				-	-
	Funds held under bond agreement				-	-
	Property, plants, and equipment, net	\$19,434	\$20,011	\$20,040	3.0%	0.1%
	Other Assets				-	-
	<b>Total Assets</b>	<b>\$46,556</b>	<b>\$33,510</b>	<b>\$25,040</b>	<b>-28.0%</b>	<b>-25.3%</b>
	<b>LIABILITIES (in 000s)</b>					
	Accounts payable and accrued liabilities	\$244	\$120		-50.8%	-100.0%
	Deferred revenue & refundable advances	\$170	\$1,005		491.2%	-100.0%
	Due to state				-	-
	Due to affiliates				-	-
	Annuity and life income obligations				-	-
	Amounts held on behalf of others	\$265	\$317		19.6%	-100.0%
	Long-term investments	\$8,011	\$8,086		0.9%	-100.0%
	Refundable government advances				-	-
	Other long-term liabilities	\$2,031	\$1,882		-7.3%	-100.0%
	<b>Total Liabilities</b>	<b>\$10,721</b>	<b>\$11,410</b>	<b>\$0</b>	<b>6.4%</b>	<b>-100.0%</b>
	<b>NET ASSETS (in 000s)</b>					
	Unrestricted net assets					
	Institutional	(\$254)	\$503		-298.0%	-100.0%
	Foundation				-	-
	<b>Total</b>	<b>(\$254)</b>	<b>\$503</b>	<b>\$0</b>	<b>-298.0%</b>	<b>-100.0%</b>
	Temporarily restricted net assets					
	Institutional	\$1,404	\$866		-38.3%	-100.0%
	Foundation				-	-
	<b>Total</b>	<b>\$1,404</b>	<b>\$866</b>	<b>\$0</b>	<b>-38.3%</b>	<b>-100.0%</b>
	Permanently restricted net assets					
	Institutional	\$9,415	\$8,929		-5.2%	-100.0%
	Foundation				-	-
	<b>Total</b>	<b>\$9,415</b>	<b>\$8,929</b>	<b>\$0</b>	<b>-5.2%</b>	<b>-100.0%</b>
	<b>Total Net Assets</b>	<b>\$10,565</b>	<b>\$10,298</b>	<b>\$0</b>	<b>-2.5%</b>	<b>-100.0%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$21,286</b>	<b>\$21,708</b>	<b>\$0</b>	<b>2.0%</b>	<b>-100.0%</b>
Please enter any explanatory notes in the box below						



Standard 7: Institutional Resources (Statement of Revenues and Expenses)						
Fiscal Year ends - month& day: ( / )	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)	
<b>OPERATING REVENUES (in 000s)</b>						
⌵ Tuition and fees	\$9,755	\$9,728	\$9,532	\$9,413	\$10,198	
⌵ Room and board	\$0	\$0	\$0	\$0	\$0	
⌵ Less: Financial aid	-\$3,969	-\$3,849	-\$3,695	-\$4,908	-\$5,016	
Net student fees	\$5,786	\$5,879	\$5,837	\$4,505	\$5,182	
⌵ Government grants and contracts	\$2,003	\$1,065	\$944			
⌵ Private gifts, grants and contracts	\$28	\$137	\$151	\$50	\$12	
⌵ Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0	
Endowment income used in operations						
⌵ Other revenue (specify): commission/other-prior yr	\$179	\$199	\$241	\$129	\$0	
Other revenue (specify):						
Net assets released from restrictions						
<b>Total Operating Revenues</b>	<b>\$7,996</b>	<b>\$7,280</b>	<b>\$7,173</b>	<b>\$4,684</b>	<b>\$5,194</b>	
<b>OPERATING EXPENSES (in 000s)</b>						
⌵ Instruction	\$10,708	\$11,553	\$11,172	\$11,857	\$12,508	
⌵ Research	\$0	\$0	\$0	\$0	\$0	
⌵ Public Service	\$10	\$15	\$36	\$5	\$6	
⌵ Academic Support	\$6,262	\$6,308	\$5,117	\$3,929	\$2,929	
⌵ Student Services	\$2,196	\$2,242	\$3,341	\$1,518	\$1,320	
⌵ Institutional Support	\$3,628	\$3,343		\$2,671	\$7,082	
Fundraising and alumni relations			\$1,976			
⌵ Operation, maintenance of plant (if not allocated)	\$2,304	\$1,641	\$1,334	\$1,259	\$1,367	
⌵ Scholarships and fellowships (cash refunded by public institution)	\$1,672	\$1,393		\$1,008	\$1,216	
⌵ Auxiliary enterprises	\$959	\$993	\$929	\$0	\$0	
⌵ Depreciation (if not allocated)						
⌵ Other expenses (specify):						
Other expenses (specify):						
<b>Total operating expenditures</b>	<b>\$27,739</b>	<b>\$27,488</b>	<b>\$23,905</b>	<b>\$22,247</b>	<b>\$26,428</b>	
<b>Change in net assets from operations</b>	<b>-\$19,743</b>	<b>-\$20,208</b>	<b>-\$16,732</b>	<b>-\$17,563</b>	<b>-\$21,234</b>	
<b>NON OPERATING REVENUES (in 000s)</b>						
⌵ State appropriations (net)	\$13,148	\$14,287	\$13,645			
⌵ Investment return	\$2	\$5	\$20	\$44	\$14	
⌵ Interest expense (public institutions)						
Gifts, bequests and contributions not used in operations	\$96	\$62	\$52	\$42	\$43	
⌵ Other (specify): non operating revenue		\$229	\$293	\$0		
Other (specify): PELL	\$4,052	\$3,642	\$3,346	\$3,310	\$3,383	
Other (specify):	\$1					
<b>Net non-operating revenues</b>	<b>\$17,299</b>	<b>\$18,225</b>	<b>\$17,356</b>	<b>\$3,396</b>	<b>\$3,440</b>	
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$2,444</b>	<b>-\$1,983</b>	<b>\$624</b>	<b>-\$14,167</b>	<b>-\$17,794</b>	
⌵ Capital appropriations (public institutions)	\$205	\$381	\$253	\$0	\$0	
⌵ Other (specify):	\$2,159	\$1,751	\$1,678			
<b>ASSETS</b>	<b>-\$80</b>	<b>\$149</b>	<b>\$2,555</b>	<b>-\$14,167</b>	<b>-\$17,794</b>	

### Standard 7: Institutional Resources

#### (Statement of Debt)

FISCAL YEAR ENDS month & day ( / )			3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017 )	Current Year (FY 2018)	Next Year Forward (FY 2019)
		<b>Debt</b>					
		Beginning balance					
		Additions					
	?	Reductions					
		Ending balance	\$0	\$0	\$0	\$0	\$0
		Interest paid during fiscal year					
		Current Portion					
		<b>Bond Rating</b>					

**Debt Covenants:** (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

NOT LEGALLY ABLE TO GO INTO DEBT

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

**Future borrowing plans (please describe)**

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day ( 6 /30 )		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$6,634,249	\$6,032,839	\$6,719,462	\$6,708,207	
	Total increase/decrease in net assets					
	Net assets end of year	\$6,634,249	\$6,032,839	\$6,719,462	\$6,708,207	\$0
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional	(\$799,881)	(\$253,958)	\$503,477		
	Federal, state and private grants		\$1,201,523	\$1,118,428		
	Restricted funds	\$1,597,541	\$1,403,774	\$866,469		
	Total	\$797,660	\$2,351,339	\$2,488,374	\$0	\$0
	% Discount of tuition and fees					
?	% Unrestricted discount					
?	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
<b>Please indicate your institution's endowment spending policy:</b> The Foundation at their discretion may spend each year an amount not to exceed five percent (5%) of the three year (twelve quarters) moving average of the endowment's market value as long as it does not go below the historic gift value. This measurement is to be made as of December 31st. - Taken from the MxCC Foundation Investment Policy, page 8, section 4.						
Please enter any explanatory notes in the box below						

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

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
<b>IPEDS Retention Data</b>						
	Associate degree students	60%	60%	53%	63%	65%
	Bachelors degree students					
?	<b>IPEDS Graduation Data (150% of time)</b>					
	Associate degree students	14%	19%	20%	18%	21%
	Bachelors degree students					
?	<b>IPEDS Outcomes Measures Data</b>					
	<b>First-time, full time students</b>					
	Awarded a degree within six years	n/a	19%	22%	20%	23%
	Awarded a degree within eight years	n/a	20%	23%	23%	25%
	Not awarded within eight years but still enrolled	n/a	11%	6%	3%	5%
	<b>First-time, part-time students</b>					
	Awarded a degree within six years	n/a	10%	12%	11%	14%
	Awarded a degree within eight years	n/a	10%	13%	12%	15%
	Not awarded within eight years but still enrolled	n/a	12%	11%	4%	6%
	<b>Non-first-time, full-time students</b>					
	Awarded a degree within six years	n/a	30%	34%	22%	25%
	Awarded a degree within eight years	n/a	30%	36%	23%	27%
	Not awarded within eight years but still enrolled	n/a	8%	9%	1%	5%
	<b>Non-first-time, part-time students</b>					
	Awarded a degree within six years	n/a	36%	26%	19%	25%
	Awarded a degree within eight years	n/a	36%	29%	21%	30%
	Not awarded within eight years but still enrolled	n/a	10%	8%	2%	5%
?	<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1						
2						
3						
4						
5						
?	<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1						
2						
3						
4						
5						
<b>Definition and Methodology Explanations</b>						
1	IPEDS Retention Rates are based on fall-to-fall first-time, full-time student cohorts.					
2						

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

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)						
		Bachelor Cohort Entering		Associate Cohort Entering		
Category of Student/Outcome Measure		6 years ago	4 years ago	6 years ago	4 years ago	
<b>?</b>	<b>First-time, Full-time Students</b>					
	Degree from original institution			19%	16%	
	Not graduated, still enrolled at original institution			6%	9%	
	Degree from a different institution			13%	10%	
	Transferred to a different institution			21%	20%	
	Not graduated, never transferred, no longer enrolled			41%	45%	
<b>?</b>	<b>First-time, Part-time Students</b>					
	Degree from original institution			17%	8%	
	Not graduated, still enrolled at original institution			17%	21%	
	Degree from a different institution			7%	3%	
	Transferred to a different institution			10%	17%	
	Not graduated, never transferred, no longer enrolled			49%	51%	
<b>?</b>	<b>Non-first-time, Full-time Students</b>					
	Degree from original institution			22%	20%	
	Not graduated, still enrolled at original institution			8%	12%	
	Degree from a different institution			15%	11%	
	Transferred to a different institution			22%	18%	
	Not graduated, never transferred, no longer enrolled			33%	39%	
<b>?</b>	<b>Non-first-time, Part-time Students</b>					
	Degree from original institution			19%	18%	
	Not graduated, still enrolled at original institution			18%	22%	
	Degree from a different institution			6%	3%	
	Transferred to a different institution			12%	10%	
	Not graduated, never transferred, no longer enrolled			45%	47%	
<b>Measures of Student Achievement and Success/Institutional Performance and Goals</b>						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year
		(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	Forward (goal) (FY 2019)
<b>Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)</b>						
1						
2						
3						
4						
<b>Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)</b>						
1						
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
1						
2						

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

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

**State Licensure Examination Passage Rates**

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	CT State Practical Exam--see Notes								
2									
3									
4									
5									

**National Licensure Passage Rates**

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	National Optician Competency Examination								
2	Contact Lens Registry Exam								
3									
4	American Registry of Radiologic Technologists Exam								
5	Veterinary Technical National Examination								

**Job Placement Rates**

	Major/time period	* # of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

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

Web location of gainful employment report (if applicable)

**Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid**

					3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
					(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )

**Completion Rates**

1									
2									
3									
4									
5									

**Placement Rates**

1									
2									
3									
4									
5									

Please enter any explanatory notes in the box below

Our data are in percentages. 100% of our opticianry students passed the national licensure exam each year. 100% of our students passed the Contact Lens Registry Exam each year. The State Practical Exam pass rates are: 2015--85%, 2016--42%, 2017--62%. Results for 2018 have not yet been released. American Registry of Radiologic Technologists Exam pass rates are: 2015--85%, 2016--80%, 2017--94%. Pass rates for 2018 have not yet

## Standard 9: Integrity, Transparency, and Public Disclosure

### (Integrity)

<b>?</b> Policies	<b>Last Updated</b>	<b>?</b> Website location where policy is posted	<b>Responsible Office or Committee</b>		
Academic honesty	2015	<a href="http://mxcc.edu/catalog/academi">http://mxcc.edu/catalog/academi</a>	Academic Affs. & Stu. Affs.		
Intellectual property rights	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR and Aca. Affs.		
Conflict of interest	2007	<a href="http://mxcc.edu/wp-">http://mxcc.edu/wp-</a>	HR		
Privacy rights	2017	<a href="http://www.ct.edu/files/policies/">http://www.ct.edu/files/policies/</a>	Student Affairs		
Fairness for students	2011	<a href="http://mxcc.edu/catalog/campus-">http://mxcc.edu/catalog/campus-</a>	Student Affairs		
Fairness for faculty	2016	4Cs Contract	HR and Aca. Affs.		
Fairness for staff	2016	4Cs & other union contracts	HR		
Academic freedom	2017	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR and Aca. Affs.		
Research					
Title IX	2016	<a href="http://mxcc.edu/sexual-">http://mxcc.edu/sexual-</a>	Dean of Students		
Other; specify					
<b>Non-discrimination policies</b>					
Recruitment and admissions		<a href="http://mxcc.edu/future-students/">http://mxcc.edu/future-students/</a>	Dean of Students		
Employment	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR		
Evaluation	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR		
Disciplinary action	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR		
Advancement					
Other; specify					
<b>Resolution of grievances</b>					
Students	2016	<a href="http://www.ct.edu/files/policies/">http://www.ct.edu/files/policies/</a>	Dean of Students		
Faculty	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR and Aca. Affs.		
Staff	2016	<a href="http://the4cs.org/wp-">http://the4cs.org/wp-</a>	HR		
Other; specify					
<b>?</b> Other	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>		
Please enter any explanatory notes in the box below					

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://mxcc.edu/contact/">http://mxcc.edu/contact/</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="http://mxcc.edu/community/">http://mxcc.edu/community/</a>
Processes for admissions	<a href="http://mxcc.edu/future-students/">http://mxcc.edu/future-students/</a>
Processes for employment	<a href="http://mxcc.edu/human-resources/">http://mxcc.edu/human-resources/</a>
Processes for grading	<a href="http://mxcc.edu/catalog/grading-system">http://mxcc.edu/catalog/grading-system</a> , <a href="http://mxcc.edu/catalog/grading-system">http://mxcc.edu/catalog/grading-system</a>
Processes for assessment	<a href="http://mxcc.edu/bsa/">http://mxcc.edu/bsa/</a>
Processes for student discipline	<a href="http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf">http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf</a>
Processes for consideration of complaints and appeals	<a href="http://mxcc.edu/catalog/campus-policies/policy-on-student-ri">http://mxcc.edu/catalog/campus-policies/policy-on-student-ri</a>

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

[illegible]

Date of last review of:	
-------------------------	--

Print publications	
--------------------	--

Digital publications	
----------------------	--

Please enter any explanatory notes in the box below



Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	Website location
Institutional catalog	<a href="http://mxcc.edu/catalog/">http://mxcc.edu/catalog/</a>
Obligations and responsibilities of students and the institution	<a href="http://mxcc.edu/student-handbook/">http://mxcc.edu/student-handbook/</a>
Information on admission and attendance	<a href="http://mxcc.edu/future-students/">http://mxcc.edu/future-students/</a> , <a href="http://mxcc.edu/financial-aid/">http://mxcc.edu/financial-aid/</a>
Institutional mission and objectives	<a href="http://mxcc.edu/community/">http://mxcc.edu/community/</a>
Expected educational outcomes	<a href="http://mxcc.edu/catalog/academic-programs-list">http://mxcc.edu/catalog/academic-programs-list</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://mxcc.edu/community/license-and-accreditation/">http://mxcc.edu/community/license-and-accreditation/</a>
Requirements, procedures and policies re: admissions	<a href="http://mxcc.edu/future-students/">http://mxcc.edu/future-students/</a>
Requirements, procedures and policies re: transfer credit	<a href="http://mxcc.edu/future-students/transfer-students/">http://mxcc.edu/future-students/transfer-students/</a>
A list of institutions with which the institution has an articulation agreement	<a href="http://mxcc.edu/olcc/transfer-planning/">http://mxcc.edu/olcc/transfer-planning/</a>
Student fees, charges and refund policies	<a href="http://www.ct.edu/admission/tuition">http://www.ct.edu/admission/tuition</a> , <a href="http://mxcc.edu/catalog/about/register">http://mxcc.edu/catalog/about/register</a>
Rules and regulations for student conduct	<a href="http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf">http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf</a>
Procedures for student appeals and complaints	<a href="http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf">http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf</a>
Other information re: attending or withdrawing from the institution	<a href="http://mxcc.edu/catalog/academic-policies">http://mxcc.edu/catalog/academic-policies</a>
Academic programs	<a href="http://mxcc.edu/academics/">http://mxcc.edu/academics/</a>
Courses currently offered	<a href="http://mxcc.edu/catalog/">http://mxcc.edu/catalog/</a>
Other available educational opportunities	
Other academic policies and procedures	<a href="http://mxcc.edu/catalog/academic-policies">http://mxcc.edu/catalog/academic-policies</a>
Requirements for degrees and other forms of academic recognition	<a href="http://mxcc.edu/catalog/academic-policies">http://mxcc.edu/catalog/academic-policies</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="http://mxcc.edu/catalog/">http://mxcc.edu/catalog/</a>
Names and positions of administrative officers	<a href="http://mxcc.edu/catalog/">http://mxcc.edu/catalog/</a>
Names, principal affiliations of governing board members	<a href="http://www.ct.edu/regents/members">http://www.ct.edu/regents/members</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="http://mxcc.edu/">http://mxcc.edu/</a> , <a href="http://mxcc.edu/meriden/">http://mxcc.edu/meriden/</a>
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	<a href="http://mxcc.edu/community/">http://mxcc.edu/community/</a>
Description of the campus setting	<a href="http://mxcc.edu/catalog/about">http://mxcc.edu/catalog/about</a>
Availability of academic and other support services	<a href="http://mxcc.edu/studentservices/">http://mxcc.edu/studentservices/</a>
Range of co-curricular and non-academic opportunities available to students	<a href="http://mxcc.edu/studentservices/">http://mxcc.edu/studentservices/</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://mxcc.edu/studentservices/">http://mxcc.edu/studentservices/</a>
Institutional goals for students' education	<a href="http://mxcc.edu/catalog/general-education">http://mxcc.edu/catalog/general-education</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="http://mxcc.edu/images/Customer-Files/MxCC_SRK_3-Year_Rates.pdf">http://mxcc.edu/images/Customer-Files/MxCC_SRK_3-Year_Rates.pdf</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://mxcc.edu/student-right-to-know-act-information/">http://mxcc.edu/student-right-to-know-act-information/</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="http://mxcc.edu/student-right-to-know-act-information/">http://mxcc.edu/student-right-to-know-act-information/</a>
Statement about accreditation	<a href="http://mxcc.edu/community/license-and-accreditation/">http://mxcc.edu/community/license-and-accreditation/</a>

## APPENDIX E

### Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	YES	MxCC's Institutional Learning Outcomes/General Education Core Competencies are available on the college website at: <a href="http://mxcc.edu/catalog1/general-education/">http://mxcc.edu/catalog1/general-education/</a>	Graduating Student Survey; Program Reviews and General Education Assessment (see below); and, in certain programs, Capstone Course, Portfolio Review, and Licensure Examinations (see below).	Academic Review Team (program reviews), General Education Leadership Team, Curriculum Committee (see below).	The college adopted a new set of general education competencies. Processes are discussed below.	

For general education if an undergraduate institution:	YES	<p>MxCC's General Education Core Competencies are available on the college web site at:</p> <p><a href="http://mxcc.edu/catalog1/general-education/">http://mxcc.edu/catalog1/general-education/</a></p>	<p>1) Graduating Student Survey.</p> <p>2) Assessment of student achievement of the Learning Outcomes as described in the General Education Competencies approved as part of the CSCU (Connecticut State Colleges and Universities) TAP (Transfer Articulation Policy). MxCC chose to implement the TAP Framework30 competencies as its general education core in Fall 2016.</p>	<p>The Curriculum Committee is responsible for overseeing General Education Assessment. The Co-Chair of the committee works closely with the Dean of Academic Affairs, Associate Dean of Academic Affairs (formerly Division Directors), and faculty leaders from disciplines represented in each of the 11 TAP Competencies.</p> <p>In the fall of 2017, two or three courses from each competency were chosen for a Gen Ed Assessment Project. These courses had the highest enrollment in their category over the past three years. A total of 21 courses in 10 competency areas were selected. By the end of April 2018, 76% of these courses completed the final assessment reports. 81% of these courses uploaded course artifacts (both student and faculty work) to the specified Blackboard online location. Overall, more than 350 artifact items were collected and assessed.</p>	<p>The general education assessment results were presented at the college-wide Faculty Meeting – “What Did We Learn from Assessment” on April 24, 2018. The student scores for each learning outcome of each competency were compared and discussed during the meeting. Lessons learned were prepared to share by several faculty members. The most challenging competencies for students were identified and discussed.</p>	<p>2017-18 (as described)</p> <p>Assessment of General Education is also embedded in the review of two associate degree programs:</p> <p>Liberal Arts &amp; Sciences, scheduled for 2018-19.</p> <p>General Studies, 2017-18.</p>
--------------------------------------------------------	-----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program:		Program Reviews are on file in the office of the Dean of Academic Affairs and available on the college's "P:" drive which is accessible campus-wide. Learning Outcomes are also published on each program's web page.	All programs utilize the Graduating Student Survey. Program Coordinators use a template created by the Academic Review Team to compile program reviews that include outcome data and input from external advisory committees. The Academic Review Team oversees the process and submits the reviews to the Curriculum Committee and ultimately the Academic Dean for final approval. From Fall 2013 to Fall 2018, a total of 22 program reviews have been conducted. As of this writing, the college has 29 programs, disciplines, and services subject to review (not including professionally accredited programs); all are in full compliance with Board of Regents policy, which mandates reviews must be conducted every seven years.			The college plans to remain in compliance with BOR Policy and continue to use the new program review template and the Academic Review Team to ensure thorough review and continuous improvement in all academic programs.

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
CSCU Transfer Pathways: 1) Art Studies 2) Biology Studies 3) Business Studies 4) Chemistry Studies 5) Communication Studies 6) Computer Science Studies 7) Criminology Studies 8) Early Childhood Teacher Credential Studies 9) English Studies 10) French Studies 11) History Studies 12) Italian Studies 13) Math Studies 14) Physics Studies 15) Political Science Studies 16) Psychology Studies 17) Social Work Studies 18) Sociology Studies 19) Spanish Studies 20) Theatre Studies		<p>The CSCU Transfer Pathway programs are individually located on the college website  <a href="http://mxcc.edu/catalog/cscu-transfer-ticket-programs-2">http://mxcc.edu/catalog/cscu-transfer-ticket-programs-2</a>) and the CSCU System Website  <a href="http://www.ct.edu/transfer/tickets#campus">http://www.ct.edu/transfer/tickets#campus</a>) These programs are managed by the CSCU System through individual faculty groups representing each of the 12 colleges, for each pathway program.</p> <p>Learning Outcomes are in the process of being developed by the faculty workgroups. Thus, the CSCU System Office has not yet officially published them for this set of programs.</p>	<p>These programs are intended for student transfer to a baccalaureate institution. The program utilizes the eleven CSCU (Connecticut State Colleges and Universities) TAP (Transfer Articulation Policy) Framework30 competencies.</p>	<p>CSCU Pathway Faculty Workgroups (one for each program), MxCC Program/Pathway Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)</p>	<p>The program is based on the system Transfer Articulation Policy initiative. Faculty from each of the 12 community colleges participate in system-wide review of each pathway program.</p>	<p>The CSCU System Office has not established a review schedule or methodology for these pathway programs.</p>
1. Accounting	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/accounting/">http://mxcc.edu/catalog1/academic-programs-list/accounting/</a>	Capstone courses and projects	Program Coordinator, Accounting and Business Faculty, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	Greater infusion of technology-enhanced instruction and formative assessment of student learning	2013-14  Next review scheduled:  2021-22

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
2. Biotechnology and Biotechnology: Forensic Science Option	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/Biotechnology">http://mxcc.edu/catalog1/academic-programs-list/Biotechnology</a>	Capstone courses and required internship	Program Coordinator, Science Faculty, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	<p>The Biotechnology faculty will standardize laboratory activities among multiple sections of courses.</p> <p>The Biotechnology faculty will teach more evening courses to make the program more accessible to nontraditional students.</p> <p>The Biotechnology program coordinator will work to increase the exposure of the Biotechnology programs by inviting local area residents to the Biotechnology Seminar Series.</p>	2016-17

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
3. Broadcast-Cinema (replaced in Fall 2017 by Digital Media Production)	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/digital-media-production/">http://mxcc.edu/catalog1/academic-programs-list/digital-media-production/</a>	Capstone courses, portfolio review, and required internship	Program Coordinator, Center for New Media Faculty, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	Together with the Multimedia Program: In October 2012, received \$2.5 million U.S. Department of Labor Trade Adjustment Assistance Community College & Career Training Grant to support development of new and revised programs, and re-equipped/remodeled instructional spaces to bring them up to date	2012-13  Next review scheduled:  2019-20

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
4. Business Administration	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/business-administration/">http://mxcc.edu/catalog1/academic-programs-list/business-administration/</a>	Group work, quizzes, tests, projects, reports, journals/reflections and oral presentations are the primary ways we assess student-learning outcomes. Rubrics presented to students at the outset of each assignment provide a template for student success as well as a consistent means of measuring student learning outcomes. Internships and Co-ops are similar to a capstone course, where students must demonstrate their ability to apply their knowledge and skills in real-world business situations. All Internships and Co-ops must provide student evaluations from the site supervisors at the end of the course.	Program Coordinator, Business Faculty, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	<p>Collaborate with other shareholders to create a viable schedule that meets the needs students.</p> <p>Collaborate with Career Services and Advising to create a General Education Advising strategy to attract and enroll more General Education majors to Business Administration.</p> <p>Revise the Business Skills certificate to offer Excel, Access, BBG115 (as a capstone), Management, Marketing and Human Resource Management.</p> <p>Complete the framework for the accelerated A.S. Business Administration degree to start summer 2017.</p>	2015-16



Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
6. Criminal Justice	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/criminal-justice/">http://mxcc.edu/catalog1/academic-programs-list/criminal-justice/</a>	Within individual courses, students are assessed in various methods to include formal and informal assessments. Formal assessments include assignments, tests, quizzes, research projects, papers, etc. Informal assessment includes question and answer sessions during class discussions and lectures. While the Criminal Justice Program does NOT require an internship, it is recommended that students partake in an internship (CJS 290). Those students who do not partake in an internship are advised to take CJS 288: Careers in Criminal Justice. Students in the course create a career portfolio as their final project.	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	The CJ Program, CJ PC, and CJ EA desperately needs physical space. Work with public school boards and community organization to develop a plan to recruit more African American and Asian students into the CJ program. The Criminal Studies TAP program is standardized throughout the system. The CJ career program will also be standardized as part of the community college system consolidation.	2017-18
7. Early Childhood Education	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/early-childhood-education/">http://mxcc.edu/catalog1/academic-programs-list/early-childhood-education/</a>	Capstone course, portfolio review, and required student teaching practicum	Program Coordinator, Curriculum Committee, Academic Review Team, Program Advisory Board, and External Professional Accrediting Agency	Formulating plans to respond to external professional accrediting agency's decision for conditional accreditation and to improve student advising	2012-13 (professional accreditation)  Next review scheduled: 2019-20

8. Engineering Science	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/engineering-science/">http://mxcc.edu/catalog1/academic-programs-list/engineering-science/</a>	Student learning outcomes in individual courses within the program are assessed using a number of instruments: exams, quizzes, homework assignments, in-class assignments, group projects, oral presentations, hands-on labs, and research papers. Each course is designed to utilize assessment appropriate for the pedagogical emphasis of the course. The program's learning outcomes are assessed through graduate surveys.	Program Coordinator, Curriculum Committee, Academic Review Team, CSCU College of Technology Initiative, and Program Review (7-year cycle)	<p>Apply tracks and add more program electives to make it easier for students to transfer to a major other than mechanical or civil engineering.</p> <p>Work with the COT to finalize the advising sheets for each receiving institution, and revise the curriculum to expand ART* and HIS* electives.</p> <p>Grow overall program enrollment. Work with the COT/BOR to develop resources for Engineering Science Program. Enhance curriculum, including incorporating tracks and evaluating the prerequisites for engineering courses. Increase the recruitment and retention of female students in the program.</p>	2017-18
9. Environmental Science	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/environmental-science/">http://mxcc.edu/catalog1/academic-programs-list/environmental-science/</a>	Student learning outcomes are assessed effectively at the individual course level through a variety of assessment methods, including the use of summative assessments, research projects, rubrics, and student	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	<p>Identify list of priority equipment and professional development needs.</p> <p>Articulations with CCSU and ECSU Biology.</p>	2016-17

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>surveys. However, assessment of program learning outcomes (PLOs) has not been implemented and is a</p> <p>priority for the near term, starting with a review of the existing program learning outcomes with the</p> <p>advisory board, mapping of PLOs to specific program courses, and identification of appropriate assessments</p> <p>for each PLO.</p>		<p>Review EVS*111 Environmental Science Laboratory outcomes and exercises.</p> <p>Create program learning outcomes matrix and review with advisory board.</p> <p>Follow up with non-enrolled students to track and obtain data on successful transfers.</p>	
10. Fine Arts	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/fine-arts/">http://mxcc.edu/catalog1/academic-programs-list/fine-arts/</a>	Portfolio review	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	Elimination of traditional photography courses due to increasing costs	<p>2011-12</p> <p>Next review scheduled:</p> <p>2018-19</p>
11. Fine Arts: Graphic Design Option	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/fine-arts/">http://mxcc.edu/catalog1/academic-programs-list/fine-arts/</a>	Portfolio review	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	Elimination of traditional photography courses due to increasing costs	<p>2011-12</p> <p>Next review scheduled:</p> <p>2018-19</p>

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
12. General Studies	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/general-studies/">http://mxcc.edu/catalog1/academic-programs-list/general-studies/</a>	The General Studies program incorporates the college's General Education competencies. They are assessed by the General Education Leadership Team.	Program Coordinators, Academic Dean & Associate Academic Dean (formerly cademic Division Director),  Assessment Committee,  Academic Review Team, Curriculum Committee. Evidence incorporated into program evaluations on 7-year cycle. System review in 2013.	In the next year the Guided Pathway – Meta Majors will be implemented across the community college system. Meta-Majors are collections of degree programs that have related courses and career goals. Meta Majors organize existing degree program into smaller sets of related fields of study. These Meta majors map core general education components. By adapting and working with advising MxCC will have a better advising tool and programs for students who are currently in the General Studies program.	2017-18

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
13. Health Information Management	YES	<a href="http://mxcc.edu/catalog/allied-health/health-information-management">http://mxcc.edu/catalog/allied-health/health-information-management</a>	Student learning outcomes in individual courses within the program are assessed using a number of instruments: exams, quizzes, homework assignments, in-class assignments, group projects, oral presentations, hands-on labs, and research papers. Each course is designed to utilize assessment appropriate for the pedagogical emphasis of the course. In addition, outcomes are assessed through portfolio review, national standardized test results, and required internship	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Advisory Board. The college intends to apply for professional accreditation, so eventually the External Professional Accrediting Agency will also be involved in interpreting review results.	New program as of 2013.	New program

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
14. Human Services	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/human-services-2/">http://mxcc.edu/catalog1/academic-programs-list/human-services-2/</a>	The Human Services program requires two internship experiences (practica) prior to graduation: HSE 288, Developmental Practicum and HSE 289, Psychiatric Practicum. Student learning is also assessed through a variety of mechanisms with an emphasis on civic engagement, self-assessment, theoretical application, and writing across the curriculum.	Program Coordinator, Program Faculty, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	The development of assessment tools that will enable bi-annual assessment of student satisfaction with the program. The development of an accessible jobs placement site for program students. Increase opportunities for internships and community partnerships. The development of efficient tracking of our graduates in order to see trends in employment. Assessment of course offerings to ensure we are providing students with the education and training they need to be successful.	2016-17

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
15. Liberal Arts and Sciences	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/liberal-arts-and-science/">http://mxcc.edu/catalog1/academic-programs-list/liberal-arts-and-science/</a>	The LAS is directly aligned with the TAP core competencies, which are assessed and evaluated by the General Education Leadership Team.	Academic Dean & Associate Academic Dean (formerly Academic Division Director),  Assessment Committee,  Academic Review Team, Curriculum Committee, Academic Divisions, TAP Competency committees. Evidence incorporated into program evaluations on 7-year cycle.	To be determined in the upcoming review.	Next scheduled review:  2018-2019

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
16. Management Information Systems	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/management-information-systems/">http://mxcc.edu/catalog1/academic-programs-list/management-information-systems/</a>	An internship or a cooperative work experience course is required to complete the program. Student learning within the program is assessed using a number of instruments: exams, quizzes, group projects, oral presentations, hands-on labs, virtual labs, research papers, and service-learning projects. Each course is designed to utilized assessment that the appropriate for the pedagogical emphasis of the course.	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	Rebrand the degree so that it is more attractive to students of all ages. Expand internship partnerships overall. Implement the accelerated MAP version of the MIS degree. Improve the recruitment and retention of women and minorities in the MIS program. Grow the overall enrollment in the MIS degree by using MAP to attract highly-motivated students. Investigate the need to offer focused training in Business Intelligence and potential partnership with Cigna and other companies to create a pipeline to the workplace.	2017-18



<p>17. Multimedia</p> <p>This program was discontinued and folded into the Digital Media Production degree program in 2017</p>	YES	<a href="http://mxcc.edu/catalog1/academic-programs-list/multimedia-digital-arts/">http://mxcc.edu/catalog1/academic-programs-list/multimedia-digital-arts/</a>	Portfolio review and required internship	Program Coordinator, Curriculum Committee, Academic Review Team, and Program Review (7-year cycle)	<p>Together with the Broadcast-Cinema Program: In October 2012, received \$2.5 million U.S. Department of Labor Trade Adjustment Assistance Community College &amp; Career Training Grant to support development of new and revised programs, and re-equipped/remodeled instructional spaces to bring them up to date,</p> <p>Continued promotion of the CNM as a unique program and an ongoing emphasis on partnerships with businesses and the educational system in Connecticut.</p> <p>Expanding experiential learning opportunities</p> <p>Enhancing business and soft skills for students</p> <p>Stay with or ahead of the curve with technology and course offerings</p>	2016-17
--------------------------------------------------------------------------------------------------------------------------------	-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------	----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
18. Ophthalmic Design & Dispensing	YES	<a href="http://mxcc.edu/catalog/ophthalmic-design-dispensing">http://mxcc.edu/catalog/ophthalmic-design-dispensing</a>	Required internship and licensure exam	Program Coordinator, Program Faculty, Curriculum Committee, Academic Review Team, Program Advisory Board, and External Professional Accrediting Agency	Program Coordinator has successfully applied for grant funding to replace aging and obsolete equipment	2017 (professional accreditation)
19. Radiologic Technology	YES	<a href="http://mxcc.edu/catalog/radiologic-technology">http://mxcc.edu/catalog/radiologic-technology</a>	Licensure exam	Program Coordinator, Curriculum Committee, Academic Review Team, Program Advisory Board, and External Professional Accrediting Agency	Based on accrediting agency feedback, the program was radically restructured for students entering in Fall 2013 – principally, moving from a 27-month program to a 24-month program. As part of this restructuring, a significant number of clinical hours were added.	2015 (professional accreditation)
20. Technology Studies: Manufacturing Machine Technology Option	NO	<a href="http://mxcc.edu/catalog/technology-studies-manufacturing-machine-technology-option">http://mxcc.edu/catalog/technology-studies-manufacturing-machine-technology-option</a>	Optional internship	Program Coordinator, Curriculum Committee, CSU College of Technology Initiative, Academic Review Team, and Program Review (7-year cycle)	Discontinued the coupling of credit and non-credit courses which had been done to support adequate enrollment.	In progress (Fall 2013)

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify). Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
21. Veterinary Technology Program	YES	<a href="http://mxcc.edu/catalog/veterinary-technology">http://mxcc.edu/catalog/veterinary-technology</a>	Portfolio review and required internship (and national standardized exam pending accreditation)	Program Coordinator, Curriculum Committee, Academic Review Team, Program Advisory Board, and External Professional Accrediting Agency	New program.	New program as of Fall 2013  <i>Accredited by the American Veterinary Medical Association</i>

## Option E1: Part b. Inventory of Specialized and Program Accreditation

(1)  Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2)  Date of most recent accreditation action by each listed agency.	(3)  List key issues for continuing accreditation identified in accreditation action letter or report.	(4)  Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6)  Date and nature of next scheduled review.
Ophthalmic Design and Dispensing Program: Commission on Opticianry Accreditation	2017	No issues	<p>National Optician Competency Examination (American Board of Opticianry): 100% each year, 2012 through 2018</p> <p>Contact Lens Registry Examination (National Contact Lens Examiners): 100% each year, 2012 through 2018</p> <p>Connecticut State Practical Exam for Optician Licensure: 2012 (80%), 2013 (30%), 2014 (37.5%), 2015 (27%), 2016 (42%), 2017 (62%). 2018 results not in yet.</p>	Spring 2023
Radiologic Technology: Joint Review Committee on Education in Radiologic Technology	December 2013	<p>Program needs to address the following:</p> <p>Objective 3.2 - Provides a well-structured, competency-based curriculum that prepares students to practice in the professional discipline. (Provide assurance that students have completed specific anatomical didactic training prior to attempting to demonstrate clinical competence.)</p> <p>Objective 5.4 - Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.</p>	American Registry of Radiologic Technologists Exam -- First Attempt Pass Rate: 2012 (100%), 2013 (100%), 2014 (83%), 2015 (85%), 2016 (80%), 2017 (94%)	Fall 2021

		(Provide assurance that the program has sufficiently analyzed assessment data, implemented improvements in the program based on the data, and shared the analysis with its communities of interest.)		
Early Childhood Education: National Association for the Education of Young Children	2013	Accredited with Conditions:  “The NAEYC Commission did not find substantial evidence in the alignment of key assessments with Standard 5. In addition, the program is encouraged to revise the rubrics for key assessments to more clearly identify performance expectations that differentiate levels of competence.”		Spring 2020

\*Record results of key performance indicators in form S3.

## APPENDIX F

### All College Meeting on Governance

Wednesday, Dec. 7, 2016

12:00 p.m.

- The members of the Governance Evaluation Committee were announced and the GEC's charge was explained.
- It was explained that the original changes to governance were made due to a finding by NEASC during MxCC's comprehensive evaluation.
- Those in attendance were informed of the changes made last year based on survey feedback then.
- The results of the survey distributed on 11/28/16 were discussed; only 42 people, approximately 1/3 of full-time faculty and staff participated.
- An attendee noted that new employees possibly weren't sure how to respond to some of the questions because they have not been at MxCC long enough to make a comparison.
- Attendees noted the lack of participation both in filling out the survey and attending the meeting. There seems to be a feeling of lack of participation of faculty and staff overall at MxCC; an example of this was lack of faculty members on Curriculum Committee.
- One attendee indicated he was careful to criticize the current governance model because he did not have a vision for a better way to structure it.
- An attendee informed the group that in years previous, it was required for employees to attend; it was part of your job.
- Distribution of the survey results were discussed. It was decided that because the survey was anonymous, and that the results might help faculty and staff assist in identifying areas currently not working that the survey comments will be distributed to the college community.
- A summary of common themes from the survey results were discussed:
  - The current model is not working well, examples: too formal, silos, rubber-stamping.
  - There are too many meetings, but would like to see meetings be more inclusive.
  - The website is working well.
  - Some indicated governance is not needed at all.
  - Some liked the current model and thought more time was needed for people to become familiar.
  - Tweak the current model, do not start from scratch.
  - Create a better model.
- The attendees were reminded that a consultant is working on MxCC's strategic plan and intends to incorporate governance into the plan, which should be complete by the end

of the Spring 2017 semester; the goal would be to implement a new model or changes to the existing model by Fall 2017.

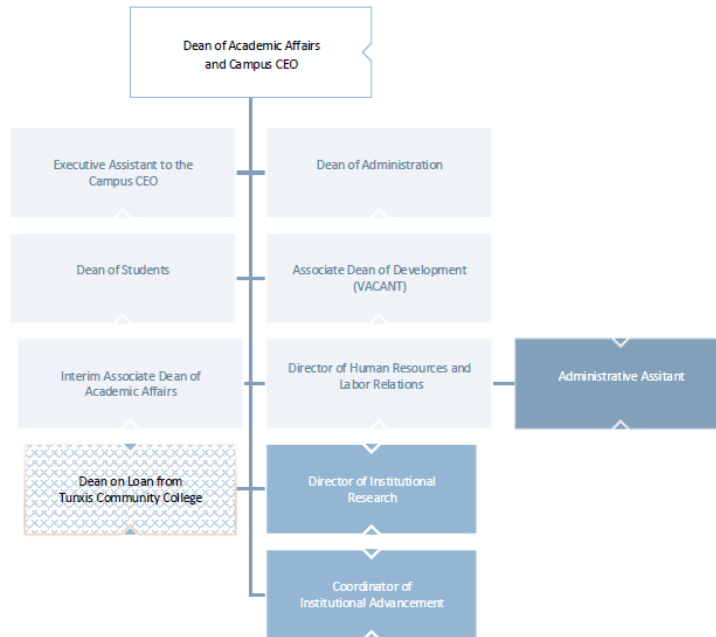
- The group was asked: What do we want governance to look like; what do we want going forward; what do we want to have in terms of governance; and what does shared governance mean to you? Responses and comments:
  - To collaborate and share ideas; a system with cross pollination.
  - A suggestion was made to develop a task force to analyze the survey results and other feedback and develop a model to address overwhelming dissatisfaction.
  - Just listen to what faculty and staff are saying.
  - People are taking on more work and are stretched too far.
  - Involvement needs to be integral and required; and part of one's job.
  - We do need to listen to people; and if we are listening to people we will see people do not want to participate; and that only a handful of people are in attendance at the all college meeting. Where is everyone else? It seems like we are going backwards.
  - It would help if meetings were more meaningful and dynamic.
  - The school structure shifted and departmental contact changed which may have had an impact on participation.
  - The change in class schedule impacted ability to participate for some.
  - It was assumed that everyone in the room took the survey; and curious how many respondents actually attend governance meetings.
  - For some assemblies, participation is not required by union contracts so there is no incentive to attend and participate.
  - The NEASC standard for governance was explained.
  - To explain what is meant by too many meetings, an attendee outlined all of the meetings he attends in a month. There is a cost to having meetings for example: if several people are at a meeting they are not helping students, tutoring, grading exams, etc. If there is a cost of attending a meeting it should be worth the cost of being pulled away from other duties. The meetings should be meaningful and generate action.
  - An attendee informed the group when working in private sector his meetings had rules, they started on time, they were limited in the amount of time spent, and every meeting had to have a conclusion, no meetings were informational.
  - Many people are not at this meeting, not because they don't want to be, but because they have other commitments.
  - The governance structure is too big for the size of the institution.
  - A sister institution's governance model was explained: Divisions/Departments → Curriculum Committee → Senate (includes all college members, not just faculty) → President. The Senate meeting includes reports for various departments as well.

- When developing the new governance model the idea of having assemblies was so it was more inclusive and ideas were coming from the bottom up. It seems assemblies are too caught up in deciding what a governance issue is vs. what is not and the idea was lost.

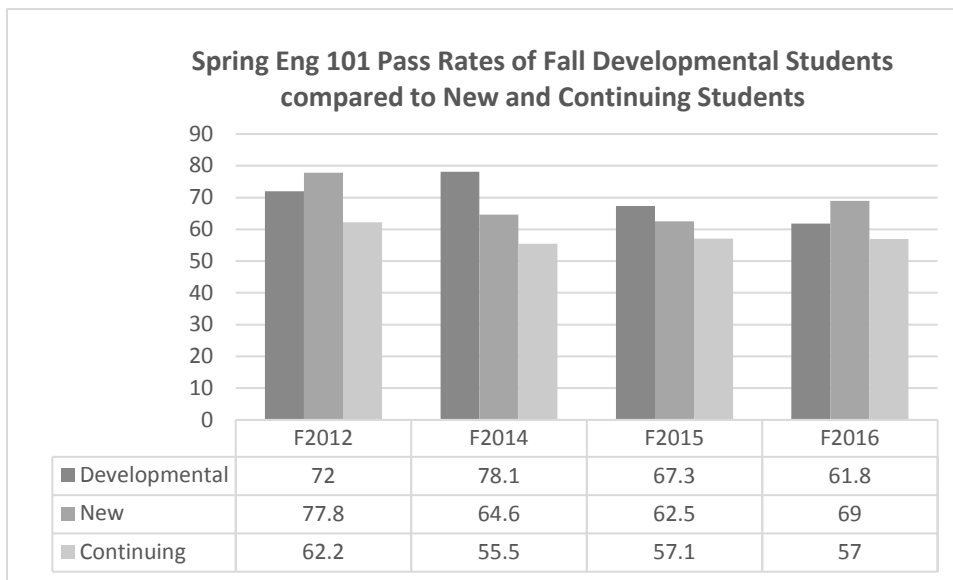
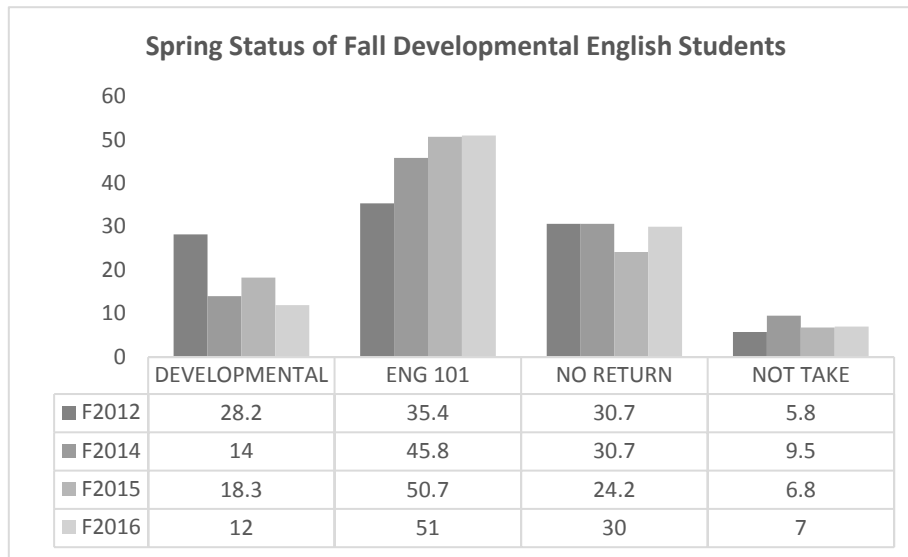


## APPENDIX G

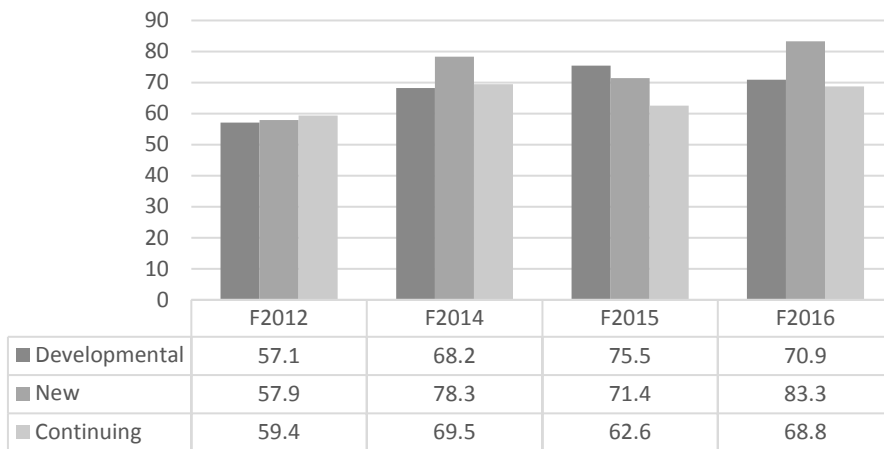
Executive Organization  
Summer 2018



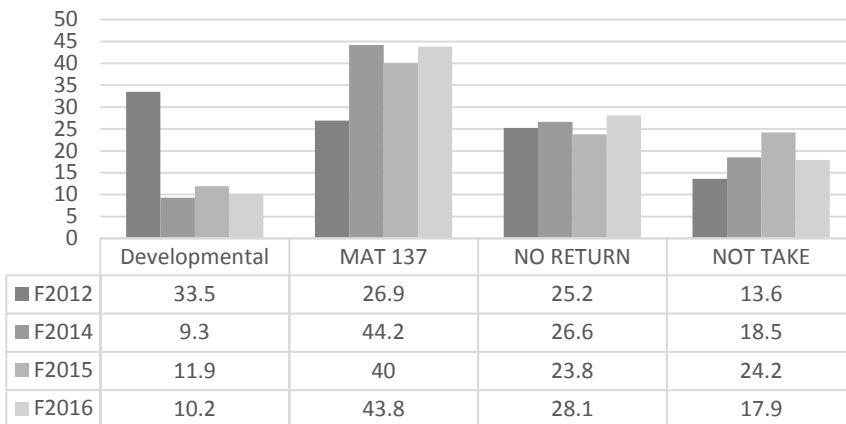
## APPENDIX H



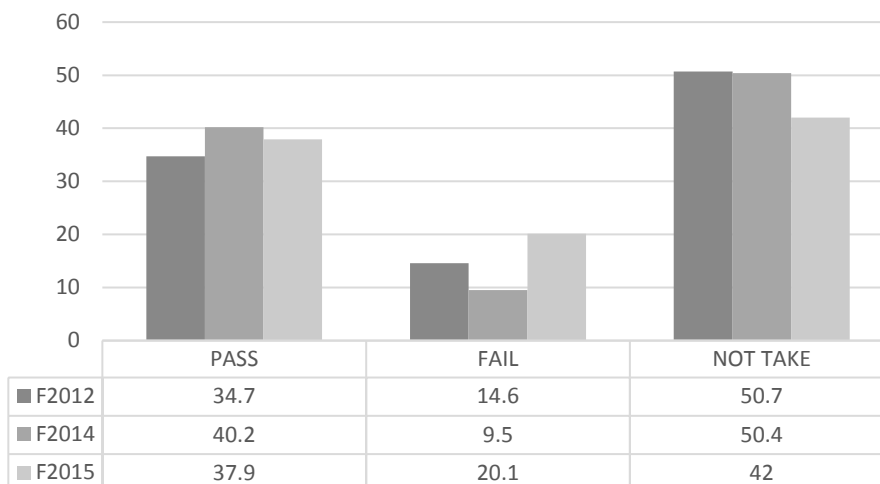
**Spring Math 137 Pass Rates of Fall Developmental Students compared to New and Continuing Students**



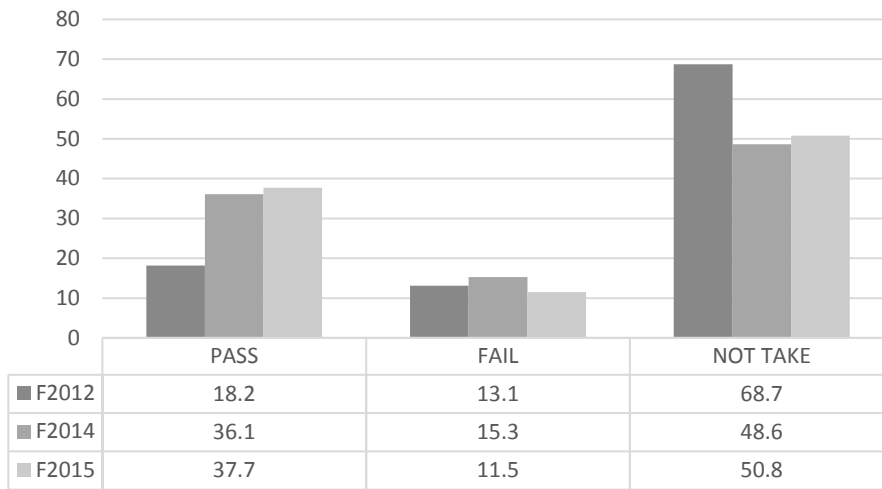
**Spring Status of Fall Developmental Math Students**



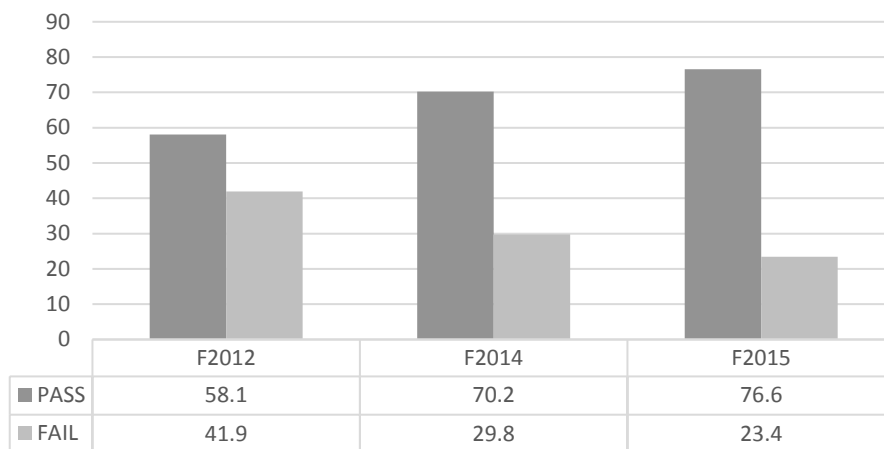
**Developmental Students Eng 101 Status after 2 Years**



**Developmental Students Math 137 Status after 2 years**



**Pass Rates for Developmental Students who took Math 137 within Two Years**



**Pass Rates for Developmental Students who took Eng 101 within Two Years**

