Self-Study: October 2013

Prepared for the
Commission on Institutions of Higher Education
New England Association of Schools and Colleges

Middlesex Community College
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Table of Contents

Institutional Characteristics Form i
Introduction xiii
Table of CIHE Actions, Items of Special Attention, or Concerns xvi
Overview xvii
STANDARD ONE: MISSION AND PURPOSES 1
Description 1
Appraisal 2
Projection 3
Institutional Effectiveness 3
STANDARD TWO: PLANNING AND EVALUATION 5
Planning 5
Description 5
Appraisal 8
Evaluation 9
Description 9
Appraisal 12
Projection 13
Institutional Effectiveness 15
STANDARD THREE: ORGANIZATION AND GOVERNANCE 18
Description 18
Appraisal 20
Projection 22
Institutional Effectiveness 22
STANDARD FOUR: THE ACADEMIC PROGRAM 24
Description 24
Appraisal 29
Undergraduate degree programs 31
Description 31
Appraisal 31
General education 31

Description....31
Appraisal....33
The major or concentration....36
Description....36
Appraisal....37
Integrity in the award of academic credit....38
Description....38
Appraisal....42
Assessment of student learning....44
Description....44
Appraisal....47
Projection....48
Institutional Effectiveness....50
STANDARD FIVE: FACULTY....55
Description....55
Appraisal....59
Teaching and advising....62
Description....62
Appraisal....63
Projection....64
Institutional Effectiveness....64
STANDARD SIX: STUDENTS....69
Admissions....69
Description....69
Appraisal....70
Retention and graduation....71
Description....71
Appraisal....72
Student services....73
Description....73
Appraisal....75
Projections....75
Institutional Effectiveness....76
STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES....80

Description....80
Resources and access....80
Description....80
Appraisal....84
Information and technological literacy....87
Description....87
Appraisal....89
Projections....90
Institutional Effectiveness....91
STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES....94
Description....94
Appraisal....99
Projection....102
Institutional Effectiveness....103
STANDARD NINE: FINANCIAL RESOURCES....105
Description....105
Appraisal....108
Projections....110
Institutional Effectiveness....110
STANDARD TEN: PUBLIC DISCLOSURE....114
Description....114
Appraisal....116
Projection....116
Institutional Effectiveness....116
STANDARD ELEVEN: INTEGRITY....120
Description....120
Appraisal....122
Projection....123
Institutional Effectiveness....124
Appendix I: Affirmation of Compliance....127
Appendix II: Series E Form....129
Appendix III: Series S Form....137
Appendix IV: Audited Financial Statements for 2011-12....141
Appendix V: Auditor's Management Letter....141

Appendix VI: Workroom Documents—Alphabetical Order 142
Workroom Documents—Organized by Standard 147

Institutional Characteristics Form

Revised September 2009

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

Date: July 1, 2013

1. Corporate name of institution: Middlesex Community College

2. Date institution was chartered or authorized: 1966

3. Date institution enrolled first students in degree programs: May 1966

4. Date institution awarded first degrees: June 1968

5. Type of control:

Public
- ☒ State
- ☐ City
- ☐ Other

(Specify) _____

Private
- ☐ Independent, not-for-profit
- ☐ Religious Group

(Name of Church) _____
- ☐ Proprietary
- ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Legal authorization is found in the General Statutes of Connecticut, Title 10a, Chapter 185b, Section 10a-71 and Section 10a-72. Middlesex Community College is authorized by the Board of Regents to grant the degrees of Associate in Arts and Associate in Science. _____

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

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

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate ___15__ credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	960	0	960
Part-time student headcount	1833	0	1833
FTE	1586	0	1586

b) Number of students (headcount) in non-credit, short-term courses: __760____

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Ophthalmic Design and Dispensing	Commission on Opticianry Accreditation	1990	2011	2017
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	1970	2008	2015
Early Childhood Education	National Association for the Education of Young Children	2013	2013	2018
Veterinary Technology	American Veterinary Medical Association	New program; not yet accredited		2015

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Meriden Center; Meriden, CT	X		251.7
Manufacturing Training Center, Meriden, CT	X		26.6
B. Out-of-state Locations NA			

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

Name of program(s)	Location	Headcount
NA		

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

Name of program	Degree level	% on-line	FTE
Accounting	Associate	100%	17.7
Marketing	Associate	100%	3.0
Management Information Systems	Associate	100%	2.7
Liberal Arts and Sciences	Associate	100%	9.7
Human Services	Associate	100%	21.9
General Studies	Associate	100%	102.1
Communication	Associate	100%	3.2
Business Administration	Associate	100%	21.9
Early Childhood Education	Associate	85%	6.3

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
NA				

17. List by name and title the chief administrative officers of the institution.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Yvette Melendez	Acting Chair, Board of Regents for Higher Education	2013
President/CEO	Dr. Anna Wasescha	President	2011
Chief Academic Officer	Dr. Steven Minkler	Dean of Academic Affairs	2012
Chief Financial Officer	Dean David Sykes	Dean of Administration and Finance	1999
Chief Student Services Officer	Dr. Adrienne Maslin	Dean of Students	2010
Planning			
Institutional Research	Dr. Paul Carmichael	Director of Institutional Research	1998
Assessment			
Development			
Library	Lan Liu	Director of Library Services	2003
Chief Information Officer	Annie Scott	Director of Information Technology	2006
Continuing Education	Dr. Steven Minkler, Interim Supervisor	Dean of Academic Affairs	2013
Grants/Research	Trenton Wright	Coordinator, Institutional Advancement	2000
Admissions	Darryl Reome	Associate Director of Admissions	2008
Registrar	Susan Salowitz	Registrar	1990
Financial Aid	Irene Martin	Director of Financial Aid	2008
Public Relations	Marlene Olson	Director of Public Relations	1998
Alumni Association			

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

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

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

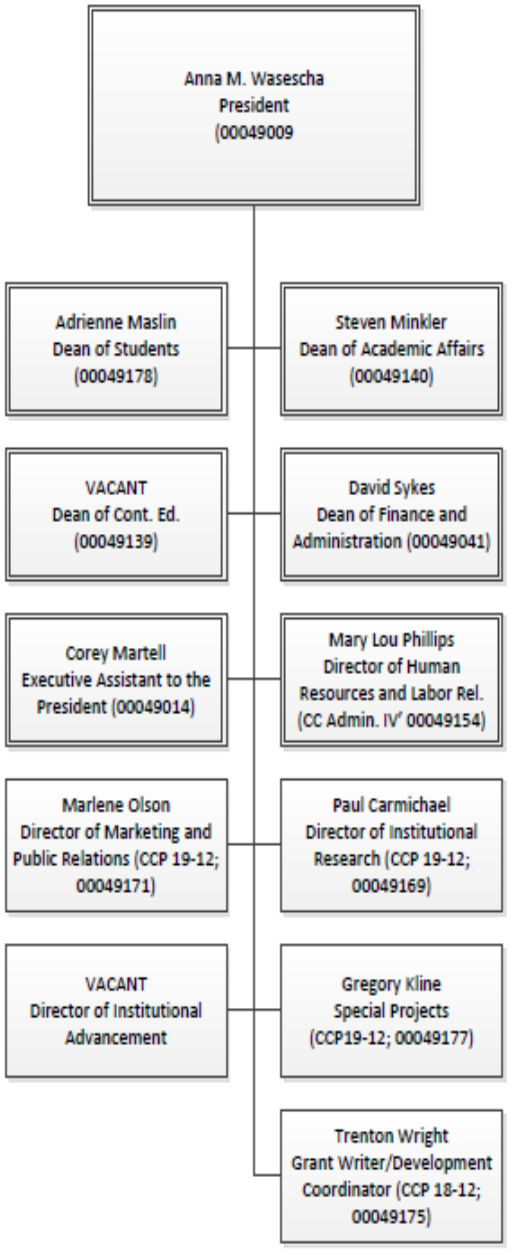
c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

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

Organizational charts for the executive area, academic affairs, student services, and finance and administration are printed below. All other organizational charts for the college can be accessed on the flash drive under the folder “Organizational Charts.”

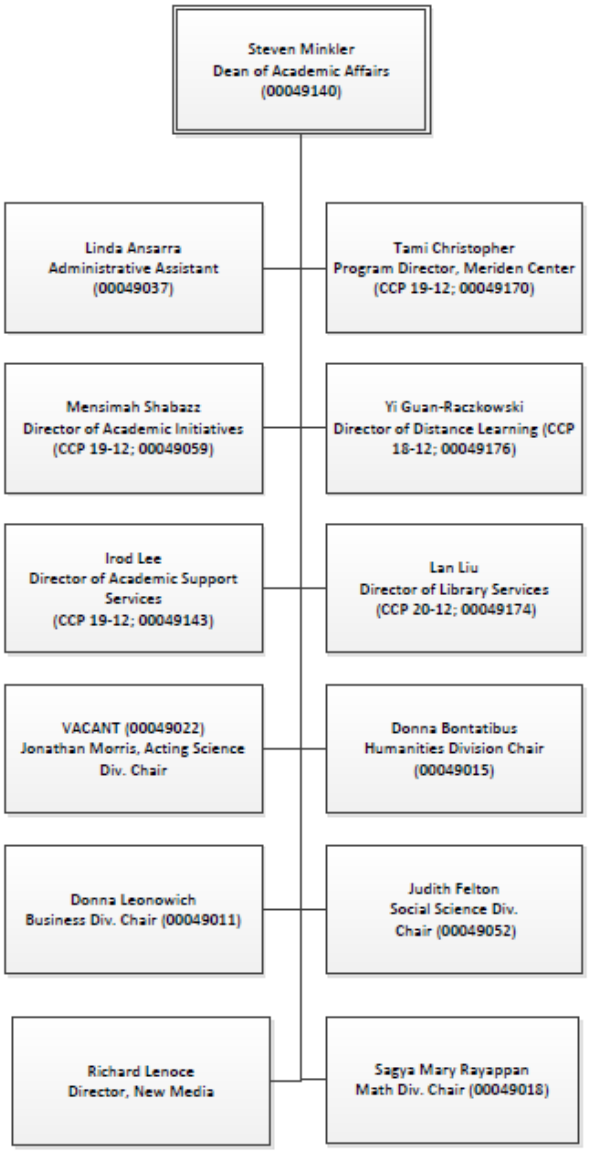
MIDDLESEX COMMUNITY COLLEGE

Executive Organization
July 2013



MIDDLESEX COMMUNITY COLLEGE

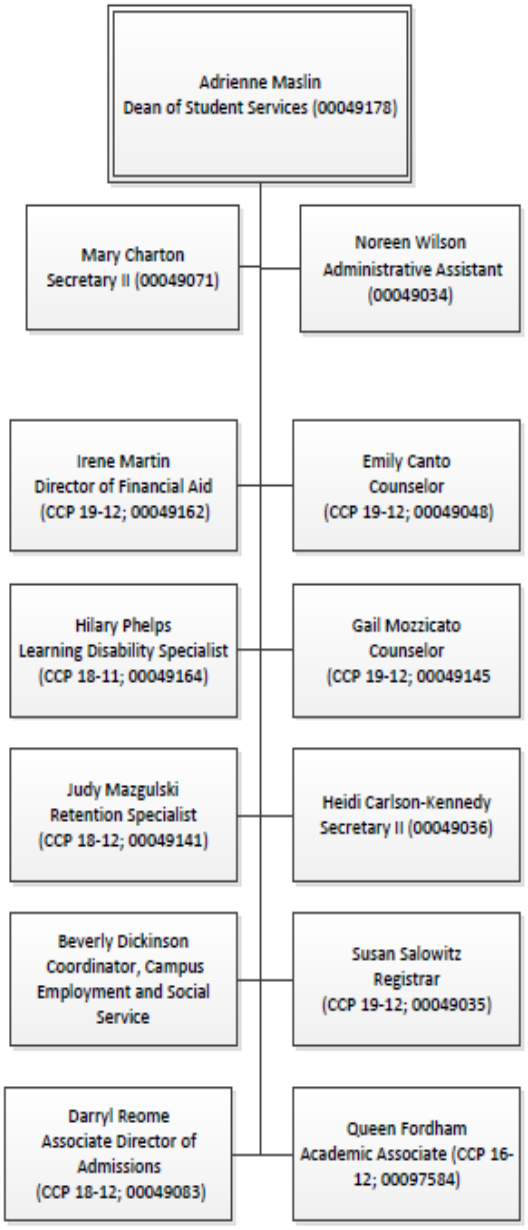
Academic Affairs
July 2013



100 Training Hill Road
Middletown, CT 06457

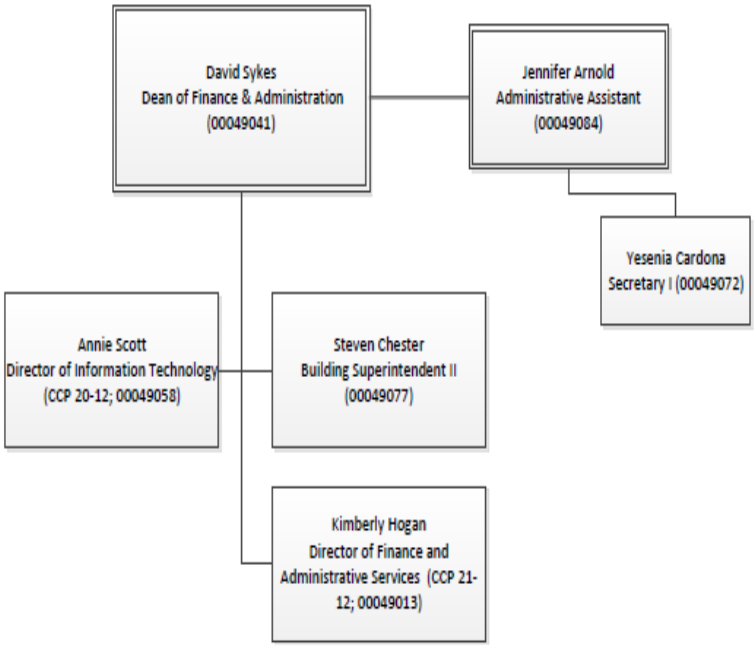
MIDDLESEX COMMUNITY COLLEGE

Student Services
August 12, 2013



MIDDLESEX COMMUNITY COLLEGE

Finance and Administration
July 2013



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

1966 Middlesex Community College was founded as a branch campus of Manchester Community College. The college operated principally in space rented from Middletown public schools and loaned by Connecticut Valley Hospital. Dr. Philip D. Wheaton is appointed the college's first president.

1968 Middlesex Community College is established as a separate 2-year community college.

1973 The college moves to its present campus on 38 acres overlooking the Connecticut River and the city of Middletown.

1976 Robert A. Chapman is appointed president

1982 Dr. Eduardo Marti is appointed interim president.

1989 Dr. John Coggins is appointed interim president for a period of two months.

1989 Dr. Leila Gonzalez Sullivan is appointed president.

1991 Dr. Dianne Williams is appointed interim president.

1993 Connecticut General Assembly merges state's community and technical colleges. The name of the college become Middlesex Community-Technical College and the college now begins to develop technology programs on campus.

1995 Dr. Robert Miller is appointed interim president.

1997 Dr. Sharon Hart is appointed president.

1998 The college opens a new learning site in Meriden.

2000 The new Governance System is adopted and implemented by the college

2000 Dr. Cathryn Addy, president of Tunxis Community College is appointed interim president.

2001 Dr. Wilfredo Nieves is appointed fifth president of Middlesex Community College.

2001 The board of Trustees of the Connecticut Community-Technical Colleges removes the word "Technical" from the names of all System colleges thereby changing MxCC's name back to Middlesex Community College. The System maintained the word "Technical" in its title.

2006 The Meriden Center moves to its current location at 55 West Main St., Meriden, CT.

2009 NEASC approves MxCC's substantive change proposal allowing the college to offer more than 50% of various degree programs via distance education.

2010 President Wilfredo Nieves is appointed president of Capital Community College.

2010 Dr. Jonathan Daube, President Emeritus of Manchester Community College is appointed interim president of MxCC.

2011 Dr. Anna Wasescha is appointed sixth president of Middlesex Community College.

2011 Connecticut State Legislature approves the merger of the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College into one system—the Connecticut State Colleges and Universities (ConnSCU)—for all 17 institutions. Legislation took effect in January 2012.

2012 MxCC renews its lease at the Meriden Center and acquires an additional 3,128 sq. ft. of leased space. Space is used for additional classrooms, a tutoring center, community meeting space, and offices.

2012 NEASC approves MxCC's substantive change proposal allowing the college to offer more than 50% of various degree programs at the Meriden Center.

2012 Connecticut State Legislature approves legislation now known as Public Act 12-40 limiting the amount of developmental coursework the community colleges can offer and requiring the colleges to use multiple measures to determine student placement into courses.

2013 The Board of Regents of the Connecticut State Colleges and Universities passed a resolution, and The Connecticut State Legislature's Finance, Revenue, and Bonding Committee recommended $4.8M in design funds for FY14 and $39.2M for construction in FY15 for a new 60,000 sq. ft. building for MxCC. The Governor signed the budget bill that includes these funds.

Introduction

Work on the 2013 self-study began over three years ago in Spring 2010 with the appointment of two co-chairs. Adrienne Maslin, Dean of Students, is a member of management and serves as the college's NEASC liaison. Marci Swede, Professor of Biology, was a faculty member in the Division of Science, Allied Health and Engineering. An Accreditation Committee was formed and 14 faculty and staff volunteered to serve. However, at that time, as will be explained further in the Overview, former Middlesex Community College (MxCC) president, Wilfredo Nieves, left the college to take on the role of president at another Connecticut community college. When interim president Jonathan Daube began his tenure at MxCC he believed the self-study process would be more effective if we postponed it for a year. Due to many changes taking place at MxCC it was thought that the search for new administrative staff, particularly a new president, would distract from the self-study process. He requested, and was granted, a one year postponement.

Despite this postponement, 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 self-study process, had an understanding of the Data First forms, and understood the contents of the standard to which they had been assigned. However, our focus on a presidential search and searches for other management positions relegated the self-study to a back burner for a time.

In July 2011 a new president joined the college and in Fall 2011 work on the self-study began in earnest. To jumpstart our work, the co-chairs made a presentation to college staff during the college's Fall 2011 convocation and professional day. Of primary concern was assuring our faculty and staff that their input was critical and that we would be seeking their assistance, ideas, and thoughts in several ways. One, all college employees were put on notice that their help was expected. If a NEASC team member needed data, for example, there was to be no delay in helping the team member obtain those data. Two, the committee had decided that as each draft chapter of the self-study was completed, we would use the new ConnSCU Commons, an online community developed by the Board of Regents staff for use by the 17 ConnSCU institutions, to post the chapter where all employees could read it and provide feedback. Three, after obtaining initial feedback on each chapter via the ConnSCU Commons and from the members of the NEASC committee, the committee held a series of open forums where faculty, staff, and students could engage in conversation with committee members and each other to discuss any aspect of the chapters designated for that day's forum. The NEASC committee received only modest feedback from the college community, either via the ConnSCU Commons or via the open forums.

We have several thoughts as to why this was. The one we like the best is that the college community had so much trust in the NEASC committee that it did not feel a need to be overly involved. (If it were appropriate in such an important and official document we probably would have put a smiley face in here!) While this may be true, we believe there are other sources of

the perceived lack of urgency. One possibility is that the faculty and staff have been extraordinarily busy. Since the arrival of President Anna Wasescha and the new academic dean, Dr. Steven Minkler, and since the appointment of a full time dean of students, Dr. Maslin, more has been asked and expected of faculty and staff. New initiatives have been undertaken as the college has placed a greater emphasis on student success and retention and the NEASC committee believes the extra work that has claimed the time of so many faculty and staff has reduced the amount of faculty/staff participation in the NEASC self-study. Another possibility is the number of competing activities during the mid-day "community period," the time the open forums were held, which took precedence. A final theory is that presently, the college is more focused on its core mission of teaching, learning, and student success than it was 11 years ago when it had just come off of turbulent times filled with great turmoil and unrest; the anxiety this created generated great concern over the self-study and our accreditation efforts. The NEASC committee does not believe faculty and staff feel this way presently.

On April 17, 2013, the college held a professional development day at which the self-study was presented and a good deal of discussion was held. Standards Four and Six were presented to the entire college community and the remaining standards were presented in concurrent sessions allowing staff to attend the standard meetings that were of greatest interest to them. Of particular focus at the April 17th professional day were the projections. In addition to obtaining general input into the self-study the committee had as its goal identifying those areas in which we wished to focus as a college in the coming years. The day's focus on the self-study and projections generated a great deal of worthwhile discussion and the input the self-study committee had hoped to generate throughout the year was finally received during this professional day event. The professional day was a resounding success and the committee incorporated numerous ideas into the self-study.

During work on the self-study there were several changes in task force members. Four members, including the co-chair, left the committee due to work load, personal issues, or, in two cases including that of the co-chair, the committee members changed employment and took new positions out of state. A member of the committee, Donna Hylton, Professor of Information Systems, was named the new co-chair. Her general ability along with her intimate knowledge of computers and computer applications allowed her to step right into the position and lead the committee in many different aspects of the work. Another committee member, who left early in the process, was replaced. Two other committee members were not replaced and current members of the task force completed the chapters of these two members. Although we attempted to have a student serve on the NEASC committee we were unable to find a student who wanted to fulfill that role. Dean Maslin, a committee co-chair, periodically kept the Student Senate informed by attending Senate meetings and reporting to the senators on our progress. Information about the self-study and team visit was also posted on an internal campus newsletter, *The In-Stall-ation*.

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

Donna Bontatibus, Professor of English and Chair of the Humanities Division (Standard 4)
Ben Boutaugh, Assistant Professor of Business (Standard 1)
Patrick Bryan, Associate Professor of Biology (Standard 6)
Paul Carmichael, Director of Institutional Research (Standard 2)
Kim Hogan, Director of Finance and Administrative Services (Standards 3 and 9)
Donna Hylton—co-chair, Professor of Information Systems (Standard 4)
Nancy Kelly, Professor of Accounting (Standards 3 and 9)
Lan Liu, Director of Library Services (Standard 7)
Adrienne Maslin—co-chair, Dean of Students (Standards 5, 10, and 11)
Terry McNulty, Associate Professor of English (Standard 4)
Annie Scott, Director of Information Technology (Standard 8)

Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Page Numbers
12/1/2012	Meriden instructional location: review and visit by accreditation team	Self-study in advance of Fall 2013 visit should include an update on implementing Meriden site	NA	69, 70, 71, 73, 81, 82, 84, 93, 94, 100, 101

Overview

Middlesex Community College's 10th year review was to have occurred one year ago, in fall of 2012. The fact that we requested and were granted a one year extension is reflective of the changes in leadership the college has experienced in the last couple of years and the growing pains from numerous transitions. Little did we know at the time we requested the postponement, that one year later we would be in the midst of a sea change in higher education in the state of Connecticut and that the self-study process would contain considerable ambiguity about the future.

In April 2010, our president of 10 years announced he would be leaving the college as of June 30 to assume the presidency of another community college in the Connecticut Community College System. At the same time, he announced that the dean of learning and student development was retiring as of August and that he was splitting the position into two positions—dean of academic affairs and dean of students. The associate dean would assume the role of dean of students and the college would mount a search for a new dean of academic affairs. The System's chancellor would be appointing an interim president while a search was conducted for a new president. The college was additionally functioning with an interim dean of continuing education following the departure of its two previous permanent deans. The appointment of a new permanent dean was imminent.

In November 2010 Connecticut's current governor, Dannel Malloy, was elected and he assumed office in January 2011. One of his first acts as governor was to promote legislation, which was ultimately approved, to merge the Connecticut Community College System (CCCS) with the Connecticut State University System and Charter Oak State College. The merger began to take shape in July 2011 but it was not until January 2012 that the new Board of Regents of the Connecticut State Colleges and Universities (ConnSCU) completely replaced the Board of Trustees of the Connecticut Community-Technical Colleges. From its beginnings as proposed legislation through the first year or so of the new ConnSCU system, discussion of the merger almost completely dominated Middlesex Community College—as well as the other system colleges and universities. Within a very short period of time the community colleges had a new system office with new leadership, new reporting relationships, new structures, and a new Board of Regents.

These changes combined with our internal transitions created a campus environment that was lively with discussion, questions, and concerns. Fortunately, an experienced interim president had been appointed to MxCC for a one-year term while a search for a new president went forward. President Jonathan Daube was the retired president of another Connecticut community college and was familiar with our system and familiar with state politics. He was able to keep the campus informed and calm and, much to everyone's surprise, oversee an extremely productive year at MxCC.

The arrival of our current president, Dr. Anna Wasescha, was a welcome event and President Anna, as she is commonly called, quickly articulated a vision for Middlesex Community College

that the entire campus readily embraced. And while the college has made great strides to create its new future, even greater change was on the horizon within the ConnSCU system and the state. One, the new ConnSCU system made numerous personnel changes, sometimes leaving us wondering how particular responsibilities would be handled at the system level and whose direction we should follow. There were new trustees—called regents—and a new schedule for Board of Regents meetings which affected the timing of new program proposals and the approval of new hires. There is a new, albeit similar, process for submitting new program proposals and new paperwork to complete.

Second, ConnSCU's new transfer articulation proposal, a competency-based method of articulating courses between the two-year and four-year institutions in the system and which would create seamless transferability, is an initiative that has been much needed for many years. We are thrilled that the new system is moving in this direction. But it is happening very quickly. By the end of summer 2012, less than a year from the inception of the ConnSCU system, a major Transfer Articulation Policy (TAP) had been initiated and the first stage completed. The initiative itself involved creating a General Education common core developed by representatives from all 17 institutions in the ConnSCU 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. The common core also facilitates transfer between different bachelor degree programs.

The common core requirements are competency-based (from NEASC and AAC&U) and include both skill and knowledge areas that are considered essential for all college-educated individuals in today's society. These competencies are designed to accommodate traditional liberal arts categories such as math, natural sciences, social sciences, humanities, and fine arts, but are not limited by them. Each competency includes specific learning outcomes that should be addressed through selected courses by each institution and approved for transfer by the system. Any course that fulfills the learning outcomes of the indicated competency area may be considered for approval and some courses may fulfill multiple competencies. The common core specifically distinguishes between "designated" requirements with courses where the primary focus is on the competency (skill or study area); and "embedded" requirements where competencies are part of a course, but not the primary subject. Options for meeting competencies using both designated and embedded approaches are included.

During the fall 2012 semester, the proposed common core, competencies, and learning outcomes were presented to each institution in the ConnSCU system for review and comment. After additional minor revisions were made, the proposal was returned to each institution for a ratification vote. Middlesex, along with most of the other ConnSCU institutions, voted in favor of ratification. The proposed TAP common core framework, competencies, and learning outcomes were officially approved by the Board of Regents during the spring 2013 semester. The Spring 2013 semester was dedicated to aligning existing curriculum and courses intended for transfer to the common core, competencies, and learning outcomes of the TAP initiative.

Third, during the 2011-2012 academic year the Connecticut state legislature initiated and overwhelmingly approved a new bill, commonly referred to as SB (Senate Bill)-40 but upon approval was changed to Public Act No. 12-40 (PA12-40), that changes the number and level of developmental course offerings. The concern of the legislators in developing this bill was the number of students who languish in developmental courses and never graduate. Under PA12-40, students who are identified, based on multiple measures such as the Accuplacer placement test and grades, as needing extensive remedial work would have several options available to them including non-credit, pre-college offerings such as college readiness courses. They would then be able to enroll in college level classes and receive embedded assistance in these lower level courses. While MxCC faculty and staff are not opposed to new ways of educating students, this was another change in a two year period that had been chock full of change, and passage of the bill produced new anxieties. College faculty have been very creative in developing alternatives and some of the initial anxiety is dwindling.

In discussing the vast number and the complexity of changes with colleagues from the other community colleges in the system many of us at Middlesex have determined that having a new president, unfamiliar with how things were before the merger, was a distinct advantage. Dr. Wasescha does not long for the past or lament the loss of various policies, staff, or procedures. Further, President Wasescha came to MxCC from a merged system in Minnesota and knew from experience that a merged system could function effectively. As a result, she has been bringing a sense of calm to the campus that is much needed in this time of extreme change.

Another issue that has dominated the college landscape throughout the last 10 years is space. Space has been an issue for MxCC for a long time and we had hoped to develop a facilities master plan to spearhead the acquisition of new space. In 2006, consultants were hired to assist us in this process. Despite the fact that we did not have an academic strategic plan to guide us, the consultants still determined that the college needed more space and recommended a new building of about 69,000 square feet. Such a building would not only add more classrooms but would allow the college to develop the right mix of smaller, more intimate classes, and larger lecture spaces.

Our interim president helped the college embark on an academic strategic planning process that quickly turned into a college strategic plan as opposed to a strictly academic plan. This was not a bad thing because a college-wide strategic plan, that involved the community as well as the college in its development, was needed. The new strategic plan was developed by a large committee of faculty and staff; chairing the development process was a member of management and a member of the faculty. The new strategic plan has 11 strategic priorities and, to enable the plan to gain traction with the faculty and staff, each priority initially had at least one, in some cases two, faculty or staff "champions." The development of this plan, and the hiring of a new dean of academic affairs, provided the college with a solid foundation for the development of an academic strategic plan that we can then use to further the development of a facilities master plan. Many on campus are hoping that a new facilities plan will include larger and state-of-the-art laboratory facilities for science classes, a versatile

performance area, and better facilities for students to socialize. In summer 2012 the Board of Regents sent out a Request for Proposal for a consultant to develop an academic master plan and corresponding facilities plan. This process resulted in the selection of Paulien Associates to continue our planning process. This past spring, the Governor signed a budget bill that includes a 69,000 square foot building for MxCC.

Additionally, the college expects construction on Founders Hall, the main administration building, to begin in late fall of 2013. The construction will provide for a larger and aesthetically more pleasing cafeteria and entryway by the rear loading dock and a covered outdoor deck for socializing. Other recent enhancements to the physical plant include a thorough remodeling of several science labs and faculty work spaces, the conversion of a conference room to an art gallery, conversion of a classroom to a conference room, and remodeling of the Admissions and Records Office suite, Student Lounge, Financial Aid Office, and other offices in our main administration building. Offices that were not remodeled still received a fresh coat of paint—in sage, latte, lime green, and even Melrose pink. This was a big morale booster. Other changes occurred over the summer of 2013 as we began to repurpose numerous campus spaces to accommodate facilities associated with our New Media grant, Health and Life Sciences grant, and a reorganization of various student and academic support services.

Early in the Fall 2012 semester, the President and Executive Vice President of the ConnSCU system resigned under a cloud of ethical breaches. Once again, this threw the system into the limelight with our attention being drawn to new revelations appearing in various newspapers each day. However, despite news, questions, and rumors, the faculty and staff continued to attend to the task at hand—educating our students. An experienced interim president was appointed, the former president of the University of Connecticut, and a search for a permanent ConnSCU president commenced in the spring of 2013. The search culminated at the end of the spring 2013 semester with the hiring of Dr. Gregory W. Gray from the Riverside Community College District in California. He assumed his position on July 1, 2013.

Finally, declining state revenues and budget issues dominated the 2012-2013 academic year. The state of Connecticut overestimated its tax revenue for FY 2013 and required all state agencies to significantly reduce their budgets mid-year. For MxCC, this translated into a cut of $360,000 for the academic year. This would have been a daunting task under any circumstance but given that the fall semester was just drawing to a close, a full year's worth of rescissions had to occur in half a year. The outcome was not pleasant. Two of the most critical decisions were to close the MxCC Preschool which had been operating for 25 years and was seen as a model in Middlesex County. The college had been spending approximately $200,000 per year to support it and was not able to continue to do this. The other prominent cut was to our English as a Second Language offerings. Considering the small number of students served by our ESL courses the college determined that reassigning the full-time faculty member to teach developmental writing would save significant dollars in adjunct faculty salaries.

Despite the challenges, MxCC remains remarkably upbeat. The New Media Grant and Health and Life Sciences Grant are bringing in an infusion of new energy along with new programs in

such areas as Computer Engineering Technology, Veterinary Technology, Health Information Management, and newly refurbished media and broadcast studios that will allow students to learn on state of the art equipment. Another area of promise is in the realm of assessment and greater development of the co-curriculum in ways that will enhance the academic learning outcomes. This is a result of our participation in the Association of American Colleges and Universities 2013 summer institute that was attended by a team of five MxCC faculty and administrators. Another reason to be upbeat is the recent attention being given at the state level to the need for additional counselors and advisors at all public institutions in Connecticut. Finally, there is a sense around campus that despite the numerous internal and external changes, we are moving forward in good ways and for the right reasons: to help our students achieve their goals.

Standard One: Mission and Purposes

Description

Until September 25, 2012, Middlesex Community College used the same mission statement since the Fifth Interim Report dated August, 2007. The mission statement was:

> *Middlesex believes that a college education should be available to everyone. It is committed to providing excellence in teaching as well as personal support in developing the genius of each student. The educational goal of the college is to promote understanding, learning, ethics, and self-discipline by encouraging critical thinking. Faculty and staff are dedicated to helping students achieve their academic, professional and career potentials. This support is a continual process that recognizes student diversity in both background and learning ability.*

In light of MxCC's change in leadership and as a result of staff and faculty comments made at MxCC's spring 2012 college assembly, President Wasescha assembled a subcommittee to assess the mission statement and develop a new mission statement to reflect and address the comments made at the assembly. The subcommittee met on several occasions during May 2012, and drafted a new mission statement that MxCC believes more clearly reflects the college's current values and goals. The draft was distributed to staff and faculty for comment and review. It was an open process, including discussions at divisional meetings and the use of an online collaborative portal, the new ConnSCU Commons, to facilitate discussion.

Ultimately it was approved on September 25, 2012 by the ConnSCU Board of Regents. The new mission statement is as follows:

> *In all it does, Middlesex Community College strives to be the college of its community. By providing high quality, affordable, and accessible education to a diverse population, the college enhances the strengths of individuals through degree, certificate, and lifelong learning programs that lead to university transfer, employment, and an enriched awareness of our shared responsibilities as global citizens.*

While many aspects of the new mission statement are similar to the former one, it is now stated succinctly and it clearly states MxCC's purpose. The most striking difference is the immediate reference to Middlesex Community College, "in all that it does," as the "college of its community." This reflects President Wasescha's commitment to strengthening MxCC's relationship with the community which is a core college initiative.

Appraisal

In response to feedback contained in the Fifth Year Interim Report, MxCC expended much effort to ensure that the former mission statement was adequately displayed in MxCC's publications and media. The former mission statement was prominently displayed in MxCC's Catalog, Enrollment Guide and Course Schedule, Website, and other related publications since the Fifth Year Interim report and until it was replaced in September 2012.

President Wasescha has taken steps to display the new mission statement even more prominently. In addition to college publications and the website, everyone who steps into a campus building can see the mission statement beautifully stenciled at each main entrance.

The openness of the process of developing the new mission statement has been critical to its being understood and accepted by faculty, staff, and administration. Its approval by the Board of Regents indicates acceptance as well.

The mission statement is supported and reinforced by MxCC's Strategic Plan, 2011-2016. Although discussed in more detail in Standard Two, the strategic plan supports the core of the mission statement as follows: the concept of *"providing high quality, affordable, and accessible education to a diverse population"* is informed by strategic priorities 1) Foster Student Success, 5) Optimize Curriculum, 6) Grow Enrollment, 7) Create and Maintain a Vibrant Collegiate Environment, and 9) Enhance and Support Developmental Education. The concept of "*enhanc(ing) the strengths of individuals through degree, certificate, and lifelong learning programs that lead to university transfer, employment"* is reflected in strategic priorities 2) Promote Economic and Workforce Vitality, and 5) Optimize Curriculum. Finally, the concept of "*an enriched awareness of our shared responsibilities as global citizens"* is supported by strategic priorities 3) Increase Visibility in Our Service Region, 4) Increase Community Partnerships, 8) Promote Leadership, and 11) Commit to and Achieve Sustainability.

Each unit of the college developed annual goals and objectives in support of the Strategic Plan and the former mission statement. In spring of each academic year MxCC hosts a Planning and Assessment Day for purposes of coordinating these divisional goals and objectives with the Strategic Plan and the former mission statement. While each college unit annually established goals and objectives and reflected on the former mission statement, MxCC did not periodically evaluate it until Spring 2012. That effort lead to the creation of the new mission statement. President Wasescha has made and continues to make students, staff, faculty and the community aware of her commitment to strengthening the college's relationship with the community. She initiated the college's first, and now annual, Red Moon Fest. This fundraising event highlighted Connecticut's harvest season and promoted local products, artwork, and food. The event celebrated what Connecticut has to offer and many local businesses, farms, and artisans contributed to this event. She also led a Professional Day on civic mission which was designed to help MxCC determine how the community perceives the civic mission of the college and to identify the best ways for MxCC to contribute to Middlesex County. Under her leadership, MxCC became a member of the Connecticut Campus Compact to reinforce MxCC's commitment to student service learning and community engagement.

Projection

1. The Board of Regents will require that MxCC's mission statement be coordinated with the Board of Regents strategic plan. This will occur once the Board of Regents plan is finalized. At the direction of President Wasescha, and working through the management team, the various units of the college will review the mission statement in light of the BOR strategic plan. Any suggested modifications of the mission statement will be discussed at a college assembly.

2. MxCC will review and assess its mission statement every five years to ensure that it satisfies the needs of MxCC's stakeholders and is responsive to MxCC's external and internal environment. The college's next review of its mission will occur in Fall 2016, as we begin preparation for our Fifth Year Review. (This review will occur after four years to compensate for the college's one-year postponement of this current NEASC review.) The review will be conducted by the NEASC Fifth Year Review Committee.

3. The academic divisions, student services offices, and administrative support offices will plan goals and objectives that support the mission statement and align with the strategic plan. This will occur each spring as an outgrowth of our annual Planning and Assessment Day. This effort will be led by the deans of each college division.

Institutional Effectiveness

Middlesex Community College has periodically re-evaluated the content and relevance of its mission and purposes although as a community college that is part of a system of community colleges—prior to January 2012—and now as a system of community and four-year public colleges, the college's mission has largely been driven by the mission and the strategic plan of the system. Nonetheless, MxCC has reviewed and modified the statement as needed to reflect our emphasis on accessibility, inclusivity, community, and opportunity. The connection between resource allocation and the mission statement and strategic plan had previously been a loose one but is becoming stronger as more attention is paid to using our plan as a true guide.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.mxcc.edu/Content/About_Us.asp#mission	Sept. 2012

Mission Statement published	URL	Print Publication
? Website	? http://www.mxcc.edu/Content/About_Us.asp#mission	Sept. 2012
College Catalog	http://www.mxcc.edu/Content/College_Vision_and_Mission.asp	
4		

Related statements	URL	Print Publication
? Vision Statement	? http://www.mxcc.edu/Content/About_Us.asp#mission	Sept. 2012
2		
3		

Current MxCC mission statement:

In all it does, Middlesex Community College strives to be the college of its community. By providing high quality, affordable, and accessible education to a diverse population, the college enhances the strengths of individuals through degree, certificate, and lifelong learning programs that lead to university transfer, employment, and an enriched awareness of our shared responsibilities as global citizens.

Standard Two: Planning and Evaluation

Planning and evaluation at Middlesex Community College have taken on greater focus and context within the college community culture since the NEASC five-year review in 2007. As noted at that time, the recent history of inconsistent planning at MxCC due to numerous turnovers in leadership (i.e. five presidents in 10 years) was superseded by a stable presidential tenure under President Wilfredo Nieves (2001 to 2010). During his tenure, strategic planning and evaluation were identified as priorities by the college's leadership and have increasingly entered the common parlance. In 2010, Dr. Nieves accepted a new presidential appointment within the community college system and a college-wide strategic planning initiative commenced under an interim president, Dr. Jonathan Daube (AY 2010-11). Implementation of this initiative continues to flourish under Middlesex's new president, Dr. Anna Wasescha.

Middlesex Community College follows annual and long-range strategic planning and evaluation processes to help all college departments and services achieve our common mission. Our mission's core values focusing on student success and civic responsibility have helped make the college's planning and evaluation process collaborative and meaningful. The current planning process is still relatively new to the college; while we have worked collaboratively and intentionally, MXCC realizes the need to continue to engage all constituencies within the college community in the understanding and implementation of its strategic planning and evaluation processes.

Institutional capacity for systematically collecting and utilizing data in support of planning and evaluation efforts has continued to grow during the past ten years with the continued enhancements to Banner, the comprehensive data management system, and supported by the creation of a full-time institutional research office. In addition to internal data collection and research, the college has increased its participation in national research studies such as CCSSE, SENSE, and the CIRCLE voting study, and system supported research such as Sightlines. The IR office has worked closely with management, faculty, and staff in the development of a culture of inquiry and evidence-based decision-making.

PLANNING

Description

The president is responsible for the strategic planning activities of the institution. Before academic year 2010-11, the president relied on the college's Leadership Team to assist with this process. This broadly representative body included: president; chair of the College Council; dean of learning and student development; dean of finance, administration and planning; director of continuing education; associate dean of learning and student development; director of development; director of human resources; director of research and assessment; executive assistant to the president; and a student senate representative. The Leadership Team's deliberations were informed by strategic goals developed on a system-wide basis for all twelve colleges in the Connecticut Community College System and endorsed by the Chancellor's Office. System strategic goals were typically developed for a two to five year period. While the system

plan would address broad goal concepts, individual college plans would reflect the autonomy of each college and address institutional means for achieving system goals. These five system goals were articulated as: maximizing opportunities for student success and goal attainment; expansion of opportunities to increase resources and/or improve educational services through partnerships; utilization of state-of-the-art technology; enhancement of human resources initiatives to promote excellence; and focus on institutional performance and accountability.

Since the spring of 2010, Middlesex has experienced several significant changes that have had a critical bearing upon institutional planning: 1) creation of a new comprehensive strategic plan, 2) major turnover in leadership, including inauguration of a new president, and hiring of several new administrators (dean of academic affairs; dean of workforce development, continuing education and community services[1]; and director of human resources); and 3) a new state higher education administrative structure overseeing 17 of Connecticut's public colleges and universities, including Middlesex Community College. These changes are further elaborated below:

1) 2011-2016 Strategic Plan: *Envisioning Our Future*: This document redesigns the planning process at MxCC and informs our strategic initiatives as we move forward. As stated in the executive summary, "The findings and priorities presented in this plan are the result of a comprehensive study of campus and community factors that will influence the development of Middlesex Community College in the foreseeable future." The plan's development relied upon extensive guidance from two University of Michigan consultants, Richard Alfred and Pat Carter, and ongoing data collection by the Office of Institutional Research (e.g. 10-year trend data in enrollments, completions, and human resources; service area town statistics; high school capture rates; labor force statistics), published reports from external agencies within our service region, and multiple internal and external focus groups with institutional stakeholders, including faculty, staff, employers, elected officials, K-12 school officials, social service providers, colleges and universities, and influential citizens. The culmination of these efforts was the development of key planning priorities by the MxCC Strategic Plan Steering Committee in January and February 2011. The final document is an organic framework that enumerates eleven strategic priorities to support and further the overall institutional mission of MxCC: foster student success, promote economic and workforce vitality, increase visibility in our service region, increase community partnerships, optimize curriculum, grow enrollment, create and maintain a vibrant collegiate environment, promote leadership, enhance and support developmental education, secure alternative funding sources, and commit to and achieve sustainability. Initially, "champions" (college faculty and staff who were committed to inspiring and monitoring progress toward specific action steps) were assigned to each priority. The champions have since been released from that role but two people, a faculty member and an administrator, have been named co-chairs of the strategic plan. Planning updates are reported to the college community on specified professional days.

[1] The person occupying this position left his post in March 2013 and the position has been temporarily left vacant.

2) New leadership at MxCC – As previously described in the overview, MxCC has a relatively new president, academic dean, and human resources director. The dean of students is fairly new to her position but has been at the college for a long time. A new dean of workforce development, continuing education and community services joined the staff for a short period of time but has since left the college. President Wasescha and the other new members of the management team endorsed the new strategic plan wholeheartedly, and have been active participants in the strategic planning process.

3) State of Connecticut Higher Education Consolidation – a final major factor influencing planning at MxCC is the recent reorganization of higher education into the *Connecticut State Colleges and Universities* (ConnSCU). ConnSCU is served by a state-appointed governance body, the Board of Regents (BOR), overseeing 12 community colleges, 4 state universities, and one online college. This 19-member Board of Regents replaces both the previous Community College System Board of Trustees (and Chancellor's Office) and the Connecticut State University Board of Trustees. The BOR has subsumed all administrative functions of these boards and is committed to easing transfer between the 12 community colleges and the state universities. The transition began in July 2011 and became effective as of January 2012. Over time, MxCC will necessarily need to dovetail its planning goals with the strategic initiatives of the BOR. Moreover, new higher education funding formulas may be established and adjustments will need to be made to accommodate organizational change related to new mandates. Additionally, these adjustments will likely continue to take place in the context of a shrinking economic landscape.

Throughout this period of change, the planning process, including the implementation of strategic goals, has remained a critically important objective at Middlesex Community College. Although MxCC is operating in a tight economic climate, resources continue to be committed to developing workable plans that can be pursued and assessed. In addition to the hiring of consultants, monies were spent on short-term planning goals such as campus beautification projects and needed renovations; the Meriden Center underwent a facilities expansion and refurbishing; and a new branding campaign was launched for MxCC. The strategic plan itself was adopted by the former Board of Trustees. While the concept that strategic planning is the responsibility of everyone at the college is still somewhat new, it is becoming more routine to incorporate data from such instruments as CCSSE and SENSE to make decisions.

An ongoing original goal of the planning committee is to work to find a way to regularly communicate progress on our strategic plan to the college and its constituents such as through periodic updates by the president and deans. We continue to assess the best ways to ensure that the strategic plan remains a living document. While the Leadership Team recently has been restructured to more fairly represent the college's constituencies and administrative changes (i.e., all unit directors and student services directors are now members), its direct role in planning has yet to be determined.

Our strategic planning consultants conducted two visits here in Fall 2012, to check in with us on our progress with our strategic plan. Their recommendation was to consolidate and inventory our activities and accomplishments to date, communicate with the college community to energize the process, and celebrate our progress and successes over the last year and a half. Last year, the MxCC Strategic Planning Committee made the decision to focus on student success as an overarching planning goal; this aligns directly with the Board of Regents' new strategic plan priorities, approved in 2012, of "a successful first year" and "student success."

Appraisal

Planning at Middlesex Community College is slowly but surely being integrated into all levels of campus life: presidential forums, institutional focus on accountability, institutional research calendar of external and internal reports, and the increasingly public focus upon strategic planning. The current formulation of the strategic plan, including a description of each of the eleven strategic priorities in support of the overall institutional mission of MxCC, can be found in the document database: 1)foster student success; 2) promote economic and workforce vitality; 3) increase visibility in our service region; 4) increase community partnerships; 5) optimize curriculum; 6) grow enrollment; 7) create and maintain a vibrant collegiate environment; 8) promote leadership; 9) enhance and support developmental education; 10) secure alternative funding sources; and 11) commit to and achieve sustainability. The strategic planning champions have been formally phased out as they have successfully established a foothold for each of the priorities within the college culture in the first phase of our plan's implementation. In the second phase, the current focus centers upon student success as the overarching goal of our increasingly integrated priorities.

Despite MxCC's ongoing efforts to develop systematic and collaborative planning, this process is still relatively new. While all of the strategic priorities may be interrelated, and all are intended to promote student success (our #1 priority), we are struggling to create a manageable evaluation scheme for monitoring progress toward the goals of the plan, and to establish broad community buy-in for all aspects of the plan.

The planning cycle is currently in flux as the new leadership responds to both the strategic plan and the directives from BOR. Under Dr. Nieves, the planning cycle began in August with a review of the vision, mission, goals, and planning assumptions, continued through the fall and winter with the development of strategic priorities to support the goals, focused on the budget process and culminated in April with the establishment of unit budgets. Each academic program coordinator and administrative director was required to submit mid-year and end-of-year written assessments of these goals and activities. At the present time, we lack a viable feedback loop to assess planning and to improve our strategic efforts in a comprehensive and systematic manner.

The current planning calendar specifies a planning cycle that culminates in a budget process. Budget and planning activities continue to be strengthened by a more explicit connection between the two. Fiscal resources are viewed as a valid resource for addressing major goals and

initiatives expressed in the strategic plan. The link between planning and budgeting is strong but is not always communicated to the college community as effectively as it could be. Because most of the college's budget covers personnel costs, there is very little left to allocate to the various units of the college. This makes it very difficult to support the planning efforts of the various units with dollars and, hence, the link between planning and budgeting is not immediately apparent to many at the college. Strategic priority #10, "secure alternative funding sources," may address some of these financial demands.

EVALUATION

Description

Middlesex Community College uses institutional data to inform decision-making on a number of levels with relevant and trustworthy information. The college uses Banner which is shared across the twelve institutions of the Connecticut Community College System. Banner provides a standardized and consistent set of institutional data on students, academic courses and seats, faculty, financial aid, admissions, finance, and other areas of the college. MxCC distributes institutional data to the college community so that data can be used to inform decision-making, policy priorities, and strategic planning. Institutional data have informed college discussions and policy decisions related to general education, developmental education, program reviews, curricular planning, course prerequisites, academic probation, and other academic matters. Banner data are also used to complete the annual cycle of federal IPEDS reports, inform the White House scorecard, and to respond to publishers of college guidebooks and websites. Ad hoc data collection and analysis of specific topics are provided to diverse departments and offices as appropriate.

With regard to institutional assessment, the college has attended to the 2002 NEASC visiting team's major assessment-related concerns by developing a comprehensive assessment plan for the college; this plan was approved by the president and the College Council. The plan was partially implemented at that time, and has continued to evolve. Moreover, as stated in our 2007 Fifth-Year Review, the Assessment Committee was made an integral part of the college's governance structure, serving as a subcommittee of the Program and Services Evaluation Committee (PSEC). The current strategic plan reemphasizes our commitment to assessment. The college is making use of several systemwide tools including the surveys produced by Maguire Associates and Sightlines, and we have been using nationally recognized tools such as SENSE and CCSSE. In addition, the College Council is re-examining the structural relationship between the Assessment Committee and PSEC. The college still needs to determine the best processes for putting data analysis to consistent use by a by a wider portion of the college community.

Learning outcomes have been assessed in two established ways at MxCC. The first is through the assessment plans that have been filed by the coordinator of each academic program. These plans are developed by the coordinator in conjunction with program faculty to consider those critical issues that are at the crux of the teaching and learning process: 1) what students need to know to be considered learned in a given discipline, 2) what teaching methodologies will be

used to help students learn the particular body of knowledge, 3) how faculty will determine whether the students have learned the material, and 4) how information will be used to improve programs. After the initial assessment plan is submitted, program coordinators are expected to review and update their plan as needed. In addition, they are expected to file an end-of-year summary in May of each year describing how they carried out the activities identified in their assessment plans and what the results show. Overall, these plans have not worked out as well as intended. The actual submission of end-of-year summaries has been inconsistent as some program coordinators have not submitted anything. The dean of academic affairs has implemented a general end-of-year program report and will use this as the impetus for reviewing program assessment practices.

The second method of assessing learning outcomes is through the assessment of general education objectives. The college's Assessment Committee identified and defined eight core competencies that all MxCC students should have acquired prior to graduating from the college. These competencies, which were presented to and approved by the MxCC community, are conceptual skills, quantitative reasoning skills, information literacy, technological literacy, communication skills, aesthetic perspective, appreciation of cultural diversity, and civic responsibility. For several years, the Assessment Committee attempted to assess student competencies through an annual focus group event called Assessment by Pizza and by using a series of written prompts on which students are asked to write (both are described more fully in Standard Four). A replacement assessment instrument, *Your MxCC Experience*, is a recently designed online survey administered annually beginning in 2010 to students with 45 credits or more. The survey collects useful data aligned with core competency expectations. After encountering a general lack of support for assessment from previous academic leaders, the Assessment Committee is renewing its efforts to assess student learning with full support from the present leadership. During the 2012-2013 academic year, MxCC representatives on the steering committee for the BOR's Transfer Articulation Policy (TAP) worked to identify and define common general education core competencies and learning outcomes for the ConnSCU system. Further, a team of five administrators and faculty from MxCC recently participated in a summer institute on general education reform and assessment sponsored by the Association of American Colleges and Universities. An institutional action plan was developed and will be presented to the MxCC community in the fall. Assessment methods for general education may undergo further changes in light of the AAC&U institute and the ConnSCU TAP initiative.

Middlesex Community College has continued over the past five years to evaluate its institutional processes and outcomes through numerous established activities: regular federal, state and system mandated reporting; national and state surveys of students and faculty (e.g. graduate satisfaction and outcomes survey, entering students survey (SENSE), continuing students survey (CCSSE); evaluation of academic programs, disciplines, and services; program assessment plans; and the ongoing work of the Assessment Committee in assessing student learning outcomes. Summaries of results are shared with leadership and the campus community, and detailed data are provided to individuals and task forces as requested. Highlights of some of these assessment activities follow.

The Program and Services Evaluation Committee (PSEC), one of our governance committees, is charged with assisting the dean of academic affairs in coordinating and overseeing the schedule of five-year academic program reviews, academic discipline reviews, and student services reviews. The PSEC recently submitted some options for a change in structure to the College Council to help it facilitate its work in light of the number of programs and service areas to be evaluated which has become more than the committee can handle. Some programs of study offered by MxCC have been awarded national specialized accreditation including Ophthalmic Design & Dispensing, Radiologic Technology, and, most recently, Early Childhood Education. A fourth program, Veterinary Technology, is a new program that should be applying for accreditation in the near future.

The Graduate Survey was revised in 2010 in order to streamline questions and shorten the survey length, and to administer the survey online through Survey Monkey. Typically, MxCC graduates are sent the Graduate Survey within six months of graduation. The goal of this systemwide survey is to monitor the effectiveness of institutional academic programs and support services. The survey also attempts to identify graduate satisfaction and outcome data regarding employment and education. Objectives of the graduate survey include identifying the number of credits accepted in transfer toward the baccalaureate degree, improving transfer articulation agreements, monitoring student goal attainment, assessing student preparation for employment, identifying current regional employers of MxCC graduates, and identifying strengths and weaknesses in current academic programs and student services. Findings from the 2012 graduate survey—unfortunately, fewer than 15% of graduates responded—indicate that 85% of responding graduates are employed and more than half are working in a field related to their community college education; 45% of responding graduates transferred to a four-year institution and 89% of these rated their MxCC education as good or excellent preparation for their present studies. Findings from graduate surveys are shared with the Leadership Team, faculty and administrative staff.

In March, 2012, the college participated in a national Campus Climate Survey; employee satisfaction and morale were measured through the Higher Education Insight Survey sponsored by *ModernThink, LLC*. The survey's results were used to inform the "2012 Chronicle Great Colleges to Work For Program." Middlesex Community College received public recognition as a "Great College" for compensation and benefits in the August 12th publication of *The Chronicle of Higher Education*. MxCC employees participated again in 2013 and MxCC was selected for two categories: compensation and benefits, and professional/career development programs.

Developmental education has been a key part of the college's mission and has been systematically evaluated by the English and math departments. Assessments have included course completion and retention rates for all remedial subjects, and comparisons of outcomes among paired courses, self-paced courses, learning communities, and the Transitional Year Program (TYP). However, developmental education is undergoing a current refocus within Connecticut's higher education community due to the passage of PA12-40, legislation that requires the community colleges to restructure the way they provide development education and eliminate the lowest level of developmental education, requiring some students to seek

alternatives such as adult education centers or continuing education programs. Faculty members who teach in developmental education are spearheading our college's programmatic response to this legislation.

Student-Right-to-Know data are researched and published annually on the MxCC website. The Higher Education Opportunity Act (2008) set forth a number of public disclosure requirements for consumer information to be posted on institutional web sites. These elements include graduation and retention rates, job placement statistics, financial aid policies, net price calculator, registration policies, voter registration information, and other pertinent data. From 2001 to 2011, prior to the recent higher education consolidation in Connecticut, the State Department of Higher Education (DHE) published an annual accountability report based upon performance data provided by each college and university. Reported achievements were described and each college, or subgroup of the Connecticut Community Colleges, was benchmarked against peer institutions. The most recent report is *Higher Education Counts: Achieving Results* 2010. Because the DHE has been superseded by ConnSCU, statewide higher education publications are now under the purview of the Office of Policy and Research. The Board of Regents has recently been developing a Connecticut Public Policy Framework for Higher Education, including common accountability indicators for all educational units.

Appraisal

While we have comprehensive data collected about what happens to students at MxCC, there are limited data about what happens to students after they leave MxCC. Although some programs collect this kind of detailed information, more data on job placement, employer satisfaction, and student success upon transfer would enable MxCC to better measure our effectiveness in meeting the needs of our students and the towns and communities we serve. As our new organizational relationships with the state universities go forward, we are hopeful that the focus on streamlining articulation and transfer agreements will enable data to be available to track student educational outcomes after leaving MxCC. The ARGOS Project is a system-wide data management initiative to improve the collection and reporting of data for the 12 community colleges, and now for the four state universities as well. At the core of ARGOS is an institutional research relational database through which institutions are permitted to share one another's non-PCI data. The various IR offices have worked together extensively to build this database and continue to receive training on employing the Argos interface.

In addition, assessment of learning outcomes in disciplines and academic programs is not as broad or as rigorous as desired. Although all academic programs have published learning outcomes, not all are fully assessed. Many evaluation reports are not widely circulated, but only shared when requested by campus leadership. Furthermore, in recent years, a majority of academic programs and disciplines do not complete their scheduled five-year comprehensive reviews in a timely fashion. The handling of program and service area review is currently a discussion topic for our College Council. The Program and Services Evaluation Committee has an unusually large workload and it cannot adequately review all reports in the time available to it. Under consideration are several modifications of the governance charter regarding the

PSEC. Of concern are the committee's workload, its relationship to the Assessment Committee, and its overall charge.

On a positive note, the link between a faculty member's "additional responsibilities" and the college's goals and objectives has been strengthened. "Additional responsibilities" is required work above and beyond the normal teaching load which faculty must perform over the academic year and which averages nine hours each week. The present dean of academic affairs has made it a point to review all plans and require that the work that is performed be in concert with and supportive of the college's Strategic Plan. As mentioned earlier, with regard to institutional assessment in general, the college's Assessment Plan that was developed in response to the NEASC 2002 accreditation team's recommendations has never been systematically implemented. The Assessment Committee continues to work with faculty and institutional leaders to define and strengthen our culture of assessment.

An area of some tension and uncertainty is the coordination of planning/evaluation efforts between MxCC and the Board of Regents. The new reorganization presents multiple challenges for each member college/university: a growing emphasis on sharing quantitative data with ConnSCU and responding to additional mandates will increase the research burden on offices of institutional research. As a small college with limited personnel, the question of multiple priorities and where to put current human resources in terms of effecting the most immediate progress and results looms large. Thankfully, the new leadership is taking on a committed role and has remained effective in keeping the college on task in meeting planning goals. We believe MxCC will continue to gain the ability to measure, report, and communicate its institutional effectiveness vis-à-vis a systematic framework of evaluative methods. Data collection, analysis, and distribution will continue to be employed to more effectively guide and inform the college's overall planning and assessment activities.

Projection

The strategic planning process will become more stable and consistent and will incorporate greater college-wide involvement as the new president and college leadership continue to implement and refine this process. The president and deans will ensure that the institution adheres to the timelines for strategic planning and will revise those timelines as needed. A number of projected initiatives for improving and reinforcing strategic planning and systematic evaluation follow:

1. The college will continue to implement the strategic plan during the coming years. Phase two of the implementation will begin during the 2013-2014 academic year and two coordinators have been selected to oversee this process. The priority goal for the 2013-2014 academic year is Student Success. (Anna's email of April 8 to Strategic Planning team.)

2. Development of a new academic plan will begin in Fall 2013. The planning process will be headed by the president and the dean of academic affairs working collaboratively

with representatives from faculty and administration. All goals and objectives of the plan will dovetail with the overarching goals of the current strategic plan. The plan will embrace all current academic programs and consider new program offerings as well as changes to the current curriculum. A draft of the academic plan will be distributed to the college community for feedback and approval by spring 2014. An external consultant, Paulien and Associates, Inc. has been selected to assist us with this project.

3. The steering committee for the plan will be comprised of representatives from all areas of the college who will work closely with appropriate officials from ConnSCU. Paulien and Associates will also serve as our consultants for the facilities master plan. Master planning goals and objectives will be aligned with those of the academic plan and strategic plan. A master facilities plan will be completed by fall 2014. (see May 8 email from Steve)

4. Institutional Research will work to identify, collect, and analyze data regarding what happens to students after they leave MxCC and make this information available to academic departments and services that can use the data to improve their services. The ARGOS project will support these institutional research efforts in the building of a common data management platform for the ConnSCU system. The Institutional Research Council and ConnSCU Office of Policy and Research will continue to work on establishing consistent data definitions, data specifications, parameters for report writing, professional development activities, and policy analysis. The evaluation of the Banner system's data elements and new schemes for meeting changes in federal mandates (e.g. IPEDS) and higher education law will be ongoing. Stand-alone reports will be available for dissemination by fall of 2014.

5. The Institutional Research Office and MxCC's Web Master will create an electronic central repository for institutional research reports, mandated governmental statistics, and associated strategic planning documents. Planning toward this initiative has begun, and an Institutional Research web platform will be operational in AY1415.

6. The Institutional Research Office will develop an Institutional Review Board for Middlesex Community College. All college research projects and grant proposals will be required to submit documentation to protect the rights and safety of all research subjects. The MxCC IRB will be operational by spring of 2014.

7. The MxCC Sustainability Team will work closely with the Institutional Research Office on implementation of the various mandates articulated under the Presidents' Climate Commitment which our president signed in spring 2012. The IR Office will provide ongoing statistics and evaluations of institutional progress toward sustainability goals.

Institutional Effectiveness

MxCC attempts to periodically evaluate the effectiveness of its planning and evaluation activities. The Director of Institutional Research communicates regularly with academic and student services leadership to identify research projects and appropriate data sources. The annual planning cycle is updated each year to improve processes with continual input from those involved in strategic planning. Professional Days and campus forums frequently include broad discussions of college goals and direction. Participation from all employees at these community meetings is encouraged.

More recently, a number of structural initiatives have influenced evaluation efforts: MxCC adopted a three-year survey administration cycle during which the CCSSE, SENSE, and Graduate Survey are conducted. Each of the national surveys is administered once every three years, while the graduate survey is administered online annually; additionally, the *Your MxCC Experience* survey is conducted annually. The Institutional Dashboard Project, initiated by President Wasescha in conjunction with the IR office, has led to the development of a prototype of institutional metrics for facilitating understanding of institutional effectiveness and identifying strengths and weaknesses. This is a work-in-progress being developed in cooperation with college academic and student service departments (*see Appendix VI)*.

Our Strategic priority #11, "commit to and achieve sustainability," has inspired a sustainability initiative to promote MxCC becoming a cutting-edge environmental steward in the 21st century global community. In Spring 2012, the campus voted to support our signing of and participation in the Presidents' Climate Commitment. The MxCC Sustainability Team has successfully championed an institutional energy audit and review, community green spaces, and community gardens. These innovative, collaborative, and sustainable projects promote student education, support our learning goals, and provide reliable data for informing institutional progress toward recognized green standards.

Standard 2: Planning and Evaluation							
	PLANS		Year of Completion		Effective Dates		URL or Folder Number
Strategic Plans							
	Immediately prior Strategic Plan	?	2007	?	2007-2010	?	P-Drive: Strategic Plan Folder
	Current Strategic Plan	?	2011	?	2011-2016		P-Drive: Strategic Plan Folder
	Next Strategic Plan	?	2015	?	2015-2020		draft not available
Other institution-wide plans							
	Master plan	?		?		?	
	Assessment plan	?	2006		2006-2011		P-Drive: College Council Standing Committees: Evaluation of Programs & Services: Documents from Assessment Committee
	Financial plan	?					
	Technology plan (Community College System)	?	2004		2004-2006		http://www.commnet.edu/it/strategic-plan/2004-2006_FINAL.pdf
	Technology plan (MxCC)		2011		2011-2012		P-Drive: College Council Standing Committees: Information Resources Management: I.T. Plan
	Climate Action Plan		2014		2014-2020		Note: MxCC is a signatory to the President's Climate Commitment
	Enrollment plan	?					
	Development plan	?	2014		2013-2014		Work of MxCC Foundation—in progress
	(Add rows for additional institution-wide plans, as needed.)						
Plans for major units (e.g.,departments, library)							
?	1 Library	?	2013	?	2013-2014	?	Library Folder in Documents Room
	2						
	3						
	4						
	(Add rows for additional plans, as needed.)						
	EVALUATION						URL or Folder Number
Academic program review							
	Program review system (colleges and departments). System last updated:					?	Academic Year 2012-2013
	Program review schedule (e.g.,						Every Five Years

	every 5 years)						
	Sample program review reports (name of unit or program)						
	1 Broadcast Cinema (2012)					?	P-Drive: College Council Standing Committees: Evaluation of Programs & Services: Recommendations & Self-Studies
	2 Fine Arts (2011)						Program Review Folder in Documents Room
	3 Criminal Justice (2011)						Program Review Folder in Documents Room
	(Insert additional rows, as appropriate.)						
System to review other functions and units							
	Program review schedule (every X years or URL of schedule)						P-Drive: College Council Standing Committees: Evaluation of Programs & Services: Evaluation Schedule & History
	Sample program review reports (name of unit or program)						
	1 Mathematics Discipline (2013)						Discipline Review Folder in Documents Room
	2 History Discipline (2013)						P-Drive: College Council Standing Committees: Evaluation of Programs & Services: Recommendations & Self-Studies
	3 Psychology Discipline (2011)						Discipline Review Folder in Documents Room
	(Insert additional rows, as appropriate.)						
Other significant evaluation reports (Name and URL or Location)							Date
	Example: Advising: www.notrealcollege.edu/advising						*1995*
	1 Continuing Education (LERN Report): P-Drive						2012
	2 Admissions Office						2010
	3 Learning Center						2010

Standard Three: Organization and Governance

Description

Middlesex Community College is one of 12 community colleges in the state of Connecticut. Up until June 30, 2011 the college was governed under the Board of Trustees for the Connecticut Community Colleges. The responsibilities of the Board of Trustees were outlined in the General Statutes of Connecticut, legislative acts 10a-71 through 10a-80.

Effective July 1, 2011, through Connecticut Public Act 11-48, as amended by Public Act 11-61, Middlesex Community College became one of the 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education in Connecticut. Within this system there are 12 community colleges, 4 state universities and one online college. The Board of Regents replaced the Board of Governors for Higher Education and the Department of Higher Education. The legislation also included an Office of Financial and Academic Affairs for Higher Education. The former Board of Trustees for the Connecticut Community-Technical Colleges continued in effect through December 31, 2011.

The by-laws for the Board of Regents (BOR) were approved at the December 20, 2011 board meeting and the BOR became the official governing body on January 1, 2012. Policy matters from the former Board of Trustees Policy Manual have and will remain in effect until such time that the new Board of Regents amends them. The Board of Trustees Policy Manual made clear all the relationships between the governing board, administration, faculty, and staff.

The Board of Regents is comprised of 19 members: nine appointments made 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 is the chief executive officer and "shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. The President 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)

Dr. Robert Kennedy was named interim president of the Board of Regents in September 2011, and subsequently appointed president in January 2012. He and Executive Vice-President Michael Meotti resigned amid controversy in early October 2012. The BOR named Dr. Philip Austin, former president of the University of Connecticut, as interim president while a national search was conducted for a new Board of Regents president. Middlesex had one representative appointed to the Search Advisory Committee for the new president. The Board of Regents selected Dr. Gregory W. Gray from among three finalists. Dr. Gray began his role as ConnSCU president on July 1. Shortly thereafter, the chair of the Board of Regents resigned his position. The vice-chair is now serving as interim chair.

President Anna Wasescha was appointed to her role as MxCC's chief executive officer, effective July 2011. This change in leadership came after the former president was named president of Capital Community College in Hartford. The management staff that reports directly to the president includes the dean of academic affairs, the dean of students, the dean of finance and administration, the director of human resources, and an executive assistant.

Due to the fiscal constraints of the governor's 5% rescission of general fund block grant funding, the Board of Regents implemented a hiring freeze that required board approval before for any full time employee vacancy refills could be made. MxCC postponed the hiring of four full-time faculty and two full-time academic support positions. In March, 2013 the dean of continuing education announced his departure from Middlesex. Due to dwindling budgets and the drying of the customized and personal training markets, the college decided not to replace this dean and to reassign the successful non-credit certificate programs to their academic counterparts. Combined with this organizational change, the college announced the closing of the ESL program and the closing of the MxCC preschool effective July, 2013.

Locally, MxCC has a governance structure referred to as the College Council. Membership on the Council is inclusive of all of the college's constituent groups including management, faculty, professional staff, classified staff, and students. Several standing committees fall under the College Council umbrella including College Affairs, Curriculum and Academic Policy, Programs and Services Evaluation, Faculty and Staff Development, Information Resources Management, and Student Development.

The Council serves as a recommending body of governance. It votes on recommendations made by standing committees and delegates work to appropriate standing committees and ad hoc committees. The Council coordinates work flow, acts on recommendations from the president, establishes a college-wide calendar of Council meetings and standing committee meetings, and calls college assembly meetings in order to have college-wide discussion of issues. One of the main focus areas of the Council is to facilitate communication within the college community and maintain awareness of issues "germane to the welfare of the college."

In addition, the Collective Bargaining Agreement between the Congress of Connecticut Community Colleges (the 4C's) and the Board of Regents for Higher Education provides for additional involvement from faculty and professional staff in matters of policy and personnel. The bargaining agreement provides for the formulation of peer review committees to aid the president in manners of promotion, tenure, sabbatical leave and professional development.

Students are integrated into the governance process at Middlesex through their own student government (Student Senate), student representation at the Board of Regents, student representation on the College Council, and representation on campus standing committees. The Student Advisory Committee (SAC) to the BOR is comprised of one student representative (each college elects both a primary and an alternate representative) from each of the 17 ConnSCU institutions; the Chair and Vice Chair of the SAC serve as voting members on the BOR.

Appraisal

Connecticut Public Act 11-48, as amended by Public Act 11-61, implemented the governor's recommendations regarding the merger proposal of the state's institutions on higher education under the Board of Regents. The merger to this newly formed Board of Regents did not take advice or receive consent from faculty and staff at Middlesex or from any of the other 11 community colleges. Management, faculty, and staff were welcomed to attend open hearings that were held throughout the 2011 spring legislative session and locally the college hosted legislative breakfast meetings. Despite efforts to discuss best strategies, the merger was presented as a cost savings measure and did not include a plan for implementation.

Under the former Trustees structure, the Chancellor evaluated all chief executive officers of the Connecticut Community Colleges annually. The evaluations were based on the following key elements: major achievements, resource development, affirmative action and diversity initiatives, challenges facing the college, presidential goals, and presidential contributions to the college. Once completed, these evaluations were presented to the Board of Trustees for review. One of the responsibilities of the newly formed Administration Committee of the Board of Regents appears to be the evaluation of the effectiveness of the structure of the constituent units, which may also include evaluations of the college and university presidents. The Board of Regents has not evaluated President Wasescha and the timing of the evaluative cycle/process is unclear. The Board of Regents has been the ConnSCU official governing body for approximately a year and a half, making any further assessment of our external governance system difficult.

The effectiveness of Middlesex Community College's organizational structure and governance system is periodically reviewed through surveying the college at large. Since the inception of the present governance system the structure and operations have been reviewed three times and changes have been made based on those reviews. Bylaws are available to all faculty and staff on the college's "P" or public/shared drive. All meetings are open to the college at large and minutes are maintained on the P-drive as well. The most recent review is currently underway and is expected to be concluded during the 2013-2014 academic year.

The president of MxCC discusses issues with various groups on campus including the College Council, Leadership Team, Management Team, and Student Senate. The chair of College Council is automatically a member of the Leadership Team. During the last 10-year accreditation study, however, the visiting team pointed out that since the Council chair was not at that time a faculty member, there was no faculty input into Leadership Team. The college developed an all-faculty unit called Faculty Forum. The chair of Faculty Forum sits on the Leadership Team, thereby ensuring faculty input. Under new presidential leadership there was a desire to change the Leadership Team to add all campus directors and division chairs.

During academic year 2011-2012 the college hired a dean of academic affairs, who reports directly to the president. The dean of academic affairs works with the president and the faculty to develop policies, procedures, and curricular initiatives that assure the continuance of high-quality academic programming. Faculty input into academic decision-making, including curriculum, policy, and faculty hiring, is substantial.

New courses and academic programs are generated by the faculty within their academic divisions. After considerable discussion and approval at the division level, proposals are brought forth for review at the Division Chairs Council, the Curriculum & Academic Policy Committee (which includes faculty representatives from each academic division), College Council, dean of academic affairs, and the president, who has final review and approval authority. New and modified academic programs must also be approved by the Board of Regents before students can be enrolled.

New academic policies, or changes to policies, are more typically developed by college management or the Board of Regents, and are often prompted by changes to state statute, federal law, federal education policy, or accreditation standards. They are brought to academic divisions, faculty meetings held by the dean of academic affairs, and/or the shared governance committees for review and endorsement by faculty and staff. However, new policies or policy changes may also be proposed by the faculty and brought up through the college's governance system, and BOR approval if necessary.

Part-time faculty are interviewed, selected, and supervised by faculty division chairs and program coordinators, subject to approval by the dean of academic affairs. Full-time faculty are selected after a thorough search process, whose committees are largely populated by other full-time faculty members.

Finally, the college governance structure makes provision for student participation in all governance committees although few students are able to participate on a regular basis. Under the newly formed Board of Regents, there is a Student Advisory Committee. Each college and university under the new Board has a representative and an alternate. In 2011-2012 the Middlesex representatives convened an informal advisory group including the president, chairs of the academic divisions, and the dean of students, that met once per semester to foster dialog between the students and the college faculty and administration. This did not occur

during the 2012-2013 academic year during which there were two new student representatives.

Projection

1. College Council will continue its review of the committee structure which began in Spring 2013. Faculty Forum, the President's Committee on Diversity and other standing committees outside of the governance model will be examined for streamlining as well. This process will be completed in Spring 2014 and the college will vote to ratify changes to the bylaws if needed.

2. College Council will meet two times per month beginning in the fall of 2013. This is an effort to increase the opportunities for the president and management team to meet with the Council on a regular basis. The president and management team will attend one meeting per month.

3. Leadership team membership will be reviewed by President Wasescha and a new body will be formed beginning Fall 2013.

Institutional Effectiveness

Recognizing that college governance is an evolving process, the MxCC Governance Bylaws state that the governance system will be reviewed periodically and the voting requirements for such a change are specified. Governance bylaws are currently undergoing a review which will continue into the Fall 2013 semester.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Middletown	CT	1968	4490
Other principal campuses				
Branch campuses				
Other instructional locations	Meriden Center	CT	1997	891
	Meriden Manufac	CT	2004	55

Distance Learning, e-learning		Enrollment*
	Date Initiated	2055
First on-line course	1/16/01	
First program 50% or more on-line	9/2/04	
First program 100% on-line	1/22/10	

Distance Learning, other		Date Initiated	Enrollment*
Modality	NONE		

Correspondence Education		Date Initiated	Enrollment*
	NONE		

Low-Residency Programs		Date Initiated	Enrollment*
Program Name	NONE		

Definitions

Main campus: primary campus, induding the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, induding examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Standard Four: The Academic Program

Description

An open access institution, Middlesex Community College's mission is the education of the students it serves. As the college of its community, MxCC's mission includes the goal of offering degree and certificate programs in general studies, liberal arts, transfer, technical, and occupational fields. The college supports a diverse set of learners.

All programs at the college lead either to an associate's degree in or a certificate of completion of a prescribed course of study. The college features 23 two-year associate's degree programs (FY2012) and 17 certificate programs (FY2012), all of which are described in the catalog. The majority of the college's certificate programs articulate into associate degrees. The college offers three liberal studies programs. General Studies is our largest program by enrollment with 1,115 students (FY2012). Two other programs totaling 58 students (FY2012), "Liberal Arts: Humanities" and "Liberal Arts: Sciences," correspond closely to the curriculum of the baccalaureate degrees at Connecticut state colleges and universities. Both liberal arts programs have been articulated for transfer to these institutions and a new system-wide Transfer Articulation Policy (TAP) has been ratified at MxCC. MxCC also participates in systemwide associate degree programs with the 12 community colleges, such as the College of Technology—Engineering Science and/or Technology Studies.

Individual program assessment plans and course objectives statements are kept in the office of the dean of academic affairs. Course specific objectives and goals are included in syllabi distributed to students in every course.

The college has several programs that deserve to be highlighted. Criminal Justice (FY2012 headcount 169), Human Services (FY2012 headcount 148), and Business Administration (FY2012 headcount 153) are a few such programs owing to their strong ties to community agencies and employers who, in turn, provide feedback toward continuous program improvement. Additionally, the Ophthalmic Design and Dispensing (OD&D) program (FY2012 headcount 42) is the only public Associate's program of its type in the state and features a job placement rate of nearly 100%. The Broadcast-Cinema program (FY2012 headcount 32), with an approximate job placement rate of 85%, connects students with internships at local media outlets and national media outlets such as ESPN. The Radiologic Technology program (FY2012 headcount 37) works in conjunction with Middlesex Hospital and is a model for how the college's degree programs can work closely with local business, industry, and non-profit agencies. This program boasts a job placement rate of 100% for those students reached in the past two years. Indeed, the new Veterinary Technology Program, which is currently enrolling students, promises to be an exciting area of development for both the college and our community partner--Pieper Memorial Veterinary Center.

In 2012, MxCC received a $2.7 million grant for a New Media Studies Center Initiative (NMSCI) from the Department of Labor. It is a three-year grant to redesign and enhance the Broadcast-

Cinema, Communications, and Multimedia degree programs into a New Media Studies Center. The grant includes funding for staff to manage the project, new equipment, and renovations of existing space. It will also lead to new certificates in Television and Film Production, News and Sports Production, Corporate Media Production, Animation and Design, and Interactive Entertainment.

Also in Fall 2012, the college received a Health and Life Sciences Career Initiative Grant from the Department of Labor in the amount of $1.3 million. This grant helped to develop degrees and certificates that will form educational ladders leading to industry credentials in such fields as health information management. The Health Information Management (HIM) certificate and degree, as well as the Computer Engineering Technology degree are new programs developed as a result of this grant.

Academic oversight in the college is multi-tiered, and, as such, ensures the quality of its academic programs. The dean of academic affairs oversees all programs, and programs are administered and maintained by Program Coordinators who report directly to their Division Chairs, who report to the dean of academic affairs. Programs are assessed by the Program and Services Evaluation Committee (PSEC) to ensure that program outcomes are met and that revisions are made to those programs as necessary in order to maintain their quality and relevance.

Program advisory boards help programs remain current. Program assessment makes use of advisory boards to help ascertain program effectiveness. They also seek input from local employers. Program reviews and evaluations, which include data relating to program enrollment and completion, are kept in the library and in the office of the dean of academic affairs. All program changes and initiatives must be approved by the relevant academic division, the Curriculum and Academic Policy Committee (CAP), the College Council, and the president. The president and deans provide administrative planning for programs, including the allocation of financial resources. The Division Chairs Council reviews program changes and initiatives and is able to make recommendations before the changes and initiatives are forwarded to CAP.

Learning goals for each class and program are maintained through the dean of academic affairs. Program requirements are published both in our course catalog and on our college website. Program goals appear as course outcomes in syllabi specific to individual courses and are also available on the college's website and network share. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry relevant to each field. Where applicable, students are prepared to take career specific certification exams, such as in OD&D and Radiologic Technology. Regardless of program, all develop the habits of mind necessary for further study.

Students are encouraged to work closely with academic advisors and are given graduation checklists, to monitor their progress through their program's curriculum. Students work with those advisors over the course of their college career and use these graduation checklists to

monitor their progress toward degree completion. Although students opt at times to self-advise, all students are required to meet with an advisor twice during their college career at MxCC—when registering for their first semester courses and when preparing to graduate.

Reasonable consistency is maintained in all programs by the incorporation of a general liberal arts core that includes humanities, fine arts, mathematics, social science, and science courses. The college provides the necessary resources to support its programs. Such resources are periodically reviewed and updated to maintain currency. For example, the science labs were renovated in the spring of 2013 in order to maintain the quality of our science curriculum. Further, the infusion of grant money into the Broadcast-Cinema program will lead to large scale renovation and updates to the infrastructure of Chapman Hall.

Programs are developed through continuous conversation between the faculty member spearheading the program, adjunct faculty who are deeply skilled in the program's field, division chairs, other professionals in the field who can form a focus group, an advisory board, and the dean of academic affairs. After thorough discussion, the faculty member develops a draft of a program that includes the courses, learning outcomes, and a justification for the new program. The development of new programs begins with a Board of Regents template and then proceeds through the college governance system before going to the Board of Regents for final approval. This helps the college assure that it designs programs that have a logical sequence, provide students with appropriate breadth and depth for both employment and transfer, incorporate courses from other disciplines, and provide opportunities to synthesize learning across outcomes and across disciplines. Similarly, program modifications are submitted to academic divisions for review. If accepted, these programs are then subject to the same governance process as new programs. If the modifications are 15 credits or more, then the modification must be approved by the BOR. This ensures that all programs maintain sufficient breadth and depth and that all programs maintain appropriate sequencing and scholarship.

The institution ensures its students' ability to use information resources as well as information technology across its new student orientations and through graduation requirements. In new student orientation, students are given an overview of the college's information technology resources, including its MyCommnet portal, student email, and BlackBoard. At this training, students practice logging into their accounts. Students also have the opportunity to enroll in optional BlackBoard orientation sessions through our Distance Learning Office. BlackBoard and MyCommnet tutorials are available "on-demand" via online videos and quick-start guides. As of January 1st, 2013, all students have been given a college assigned email address. This address provides access to Microsoft Outlook Web Access and affiliated Microsoft products, enhancing their capacity to make use of industry standard technology resources.

To graduate with an Associate's Degree, students must complete at least two courses that contain an "L" (Information Literacy) designation (to be discussed more fully later in Standard 4). These "L" courses provide students with a foundation in information literacy that is reinforced in upper level classes. English 101 is one such "L" course. All but three programs

require students to take at least one computer elective to ensure that they graduate with fundamental computer skills.

Consistent with national trends, almost 70% of the students who enroll at Middlesex place into at least one developmental class. The math and English curriculum both have two levels of remediation, with the English department offering remediation in both reading and writing. To comply with PA12-40, as of Fall 2014, this developmental sequence will be reduced to one level in both English and math. Regardless of degree program or initial placement, students graduating from the college will have completed English 101, guaranteeing evidence of collegiate-level skills in the English language. Our largest program, General Studies, now requires students to also complete English 102 (Literature and Composition), as do many of our other degree programs. Many programs also allow students the option to complete Communications 173 (Public Speaking), which reinforces the skills learned in English 101 while developing excellence in oral communication. Both the General Studies degree and the degree in Liberal Arts require students to complete an advanced writing or communications class, reinforcing skills learned in introductory English and communications classes. Regardless of degree program, all students complete at least two "L" classes, ensuring their capacity to read scholarly work and to incorporate it in their own writing.

The PSEC is responsible for the evaluation of degree programs, disciplines, and services that are not subject to review from an external agency. The evaluation tools to be utilized are determined by the state and are available from the BOR. The data collected for reviews is based on a five-year cycle. Recommendations from the PSEC are submitted first to the College Council and then to the President's Office.

PSEC is a group of peer facilitators who review departmental and program self-studies and advise program coordinators and academic departments on possible changes. This collaborative process starts with an orientation meeting between the program coordinator/academic department and the dean of academic affairs, who sits on the PSEC. While drafting the self-study, the program coordinator/division chair is encouraged to direct questions or concerns to the chair of the PSEC. Once the initial draft is completed, the program coordinator/academic department is invited to meet with PSEC to discuss the recommendations before they are submitted to the College Council.

In addition, an external Review Team comprised of outside professionals in the given field reviews the evaluation, visits the campus for a tour of the facilities, and develops separate Review Team recommendations. The Review Team recommendations are incorporated into the committee recommendations in the document submitted to the College Council. This process of assessment encourages teamwork from all participants. Yearly, the program coordinators are asked to address the recommendations developed through the review process through a newly revised Program Coordinator Update form.

Three programs also meet the requirements of external accreditors. The Ophthalmic Design and Dispensing program, the Radiologic Technology program, and the Early Childhood Education program (FY2012 headcount 80) are all accredited by outside agencies.

If a program is no longer sustainable, the college will phase it out—along with the concomitant courses—over a two year period to allow enrolled students the opportunity to complete their course work. When it is impossible for a student to get a specific course, faculty attempt to find an appropriate substitution and file a "course waiver form." The college may also offer students desired or required courses through a "Special Topics" option. Faculty can offer a course on an independent study basis under this option.

Off-site, credit courses have been offered in Meriden and at a handful of other locations such as Middletown Adult Education and Meriden Adult Education. The Meriden Center, which in Fall 2012 represented 14.7% of FTE, provides classroom space for credit, non-credit, and other educational enrichment programs. Full-time Meriden Center staff includes a director, academic associate, and learning center coordinator. A security guard is in place whenever the building is open. Meriden students have access to an expanding library resource center, online library resources, and a computer lab. Student services at the Meriden site are provided. Tutoring, student activities, placement testing, counseling, advising, orientation, and registration are all offered on-site at the Meriden Center. In fall 2012, NEASC approved MxCC's application to allow the Meriden Center to be considered an alternative instructional location and offer a complete General Studies degree.

Credit courses offered at off-campus instructional sites are identical to those offered on campus as texts, outcomes, and expectations are the same. The main campus library and tutoring center are open to all MxCC students. All courses, regardless of location, are supervised by the academic divisions according to the same policies and procedures as Middletown offerings, and instructors are evaluated by classroom visits and student evaluations. In fact, most of the instructors who teach at these sites are either full-time faculty or adjuncts who also teach on the Middletown campus. The schedule of courses for off-campus locations is developed by academic chairs.

The college offers a wide variety of online courses. For Fall 2013, there are 49 fully online courses accounting for a projected 1300 seats. As noted in Standard 8, since 2007, the enrollment in distance learning courses has increased by 86% with 3063 seats for 2012 compared to 1641 seats in 2007. In 2012, the college offered 112 online courses compared with 69 courses in 2007. The enrollment in distance learning courses accounts for 14% of the college's total enrollment. This effort is supported by a director of distance learning and an educational technology specialist. These employees, in consultation with academic division chairs, train faculty to teach online and provide support for online students. Online courses, which utilize BlackBoard, are identical in outcomes and expectations to on-ground offerings, and they adhere to the same course outlines as courses taught on-ground. The only difference is that online courses use an asynchronous delivery method as opposed to the synchronous delivery method used for on-campus offerings. All online students have access to the same

academic support and learning resources as on-campus students. Library resources are available to distance learning students via the library website and the MyCommnet portal. Students can question and discuss course content with faculty in distance learning courses over the telephone, in person, via a synchronous live chat room, via an asynchronous threaded discussion board, and via e-mail. Some faculty also offer support through services such as Skype or G-Chat. The college's selection of online courses allows a student to complete a general studies degree online.

The college also offers “hybrid” courses, which are held partially online and partially in a brick and mortar classroom, and OLCR (Online Class with Campus Requirement) classes which have at least one mandatory local component (such as orientations or exams). The college offers “self-paced” courses in developmental English and math. These self-paced courses take place entirely on-ground but make significant use of online resources.

The college does rely on some resources outside its direct control. The Meriden Center space is leased and currently under a five year contract. Our manufacturing program is also housed in leased spaces in the city of Meriden. In an effort to expand our presence on the shoreline, MxCC has offered courses in Old Saybrook at Old Saybrook High School. At present, the college has ceased its operations in Old Saybrook; however, in the near future, MxCC hopes to offer classes in Old Saybrook again. The college relies on the Accuplacer exam for placement testing and that exam is hosted on servers owned by the College Board.

Banner, MyCommnet, BlackBoard, CORE, and Library Databases are all housed in the BOR Data Center. While there is no stated or written Service Level Agreement (SLA), the BOR Data Center has promulgated information for standards and procedures by which they will inform campus technical staff and end users of outages, down-time, maintenance and critical patching. These announcements are available at various entry points for users so that when they use resources such as Banner, the MyCommnet Portal, Library Resources, and BlackBoard, they are made aware of the maintenance schedule. There are distribution lists and regular email sent to system-wide technical staff in the event of unusual, unplanned, or catastrophic failures of any resource including but not limited to servers, transport media (i.e. fiber or cabling), or software. Again, the existing pathways for informing our users of any event that interrupts instruction are used in the event of an information system failure.

Appraisal

The college's program assessment process could be more consistently applied. Although the PSEC is in place to ensure regular assessment, the number of programs and divisions to be assessed can at times outstrip the committee's capacity to perform assessment. Currently, the PSEC has developed a review schedule in partnership with the dean of academic affairs in an attempt to more regularly review existing programs and disciplines and to ensure compliance with outcomes. Even with such a schedule the precise role of PSEC in the context of broader college assessment is not entirely clear and it may require some review. This role is being reviewed for potential revision in the 2013-2014 academic year by College Council.

The college has been attempting to introduce more cohort based learning. The college's honors program has not been cohort based and has been inconsistently offered. The honors committee has rebuilt the honors program using the cohort-based Transitional Year Program (TYP) as a model. TYP, a program for developmental students, has been offered for one year (2012-2013) to developmental students and has shown a year to year retention rate of 88% (as of July 2013).

The current advising system only requires students to meet with an advisor at intake and at the point of graduation. This may have a negative impact on student course selection, student success, and student retention. The college is currently investigating the use of software to support the advising process with the hope of better documenting student advising. This would allow a student to receive optimum service even if their advisor changes. (See Standard 6 for more detail about academic advising including projections on the topic.)

Students are not universally required to complete an information technology course or equivalency to fulfill graduation requirements. While it is true that some degree programs require information technology classes, the college could better prepare students for the contemporary workforce if a global requirement for information technology competency was implemented or more thoroughly infused across the curriculum. It is not clear at this time, with the development of TAP competencies completed, the extent to which individual colleges can overlay additional proficiency requirements such as one in information technology.

Although all MxCC students have been assigned a college email account, usage of those email accounts has been limited immediately following implementation. A more thorough enculturation may be necessary before students make significant use of these addresses.

The college would benefit from developing a specific academic plan that is a natural outgrowth of its strategic plan. Although the current strategic plan contains many academic initiatives, an academic plan could help specify and further develop those initiatives. Although our programs make use of an informal Liberal Arts core (students must take English 101 Composition, Math 104 Quantitative Reasoning or higher in all programs, and Communications 173 Public Speaking, and a computer elective in many programs), the college does not have a formal, common core curriculum. The implementation of TAP will deepen the possibilities for cross-curricular synthesis. The TAP initiative embeds common competencies in all system curricula and will address this idea through specific, system-wide competencies.

Currently, the Broadcast-Cinema program in particular needs to upgrade its facilities to meet the growing digital demands of the industry, especially given Connecticut's increased role in the film industry. The funding from the New Media grant will allow for a renovation of existing facilities and classrooms to enhance the quality of instruction, establishing MxCC as a leading center in Connecticut. The program renovation also calls for the creation of additional courses to enhance the quality of the two-year degree programs as well as the creation of certificate programs to assist unemployed workers and veterans in school to work initiatives.

UNDERGRADUATE DEGREE PROGRAMS

Description

Each program requires students to complete English 101 Composition and Math 104 Quantitative Reasoning or higher, as well as open electives that are generally taken outside the program area. Programs also have directed electives which are rooted both in and beyond their programs leading to a loose general education program that involves the five areas of humanities, science, social science, fine arts, and math. This guarantees, for example, that business students graduate with coursework in humanities and science, and humanities students graduate with coursework in science and math, etc. Program rationale, including transfer rationale, is placed atop the description of each program in the college catalog.

Appraisal

Our flexible general education core has been successful in producing hirable and transfer-ready graduates. Beyond its commitment to diversity of course type, the college embeds eight core competencies in its coursework. This requires students to acquire adequate skill attainment in each of the competency areas by the time they graduate regardless of course title or academic discipline. The college has had success in assessing the acquisition of some competencies more than others. Such skills as critical thinking, communication, information literacy, quantitative reasoning, and technological literacy have been easier to assess than an understanding of diversity, ethical reasoning, and aesthetic perspective. However, because of TAP, we will be aligning our competencies with those under the TAP articulation to create more seamless transfer pathways to the Connecticut State Universities.

GENERAL EDUCATION

Description

The general education requirements of Middlesex Community College are currently implemented in compliance with the guidelines that were established by the Connecticut Community Colleges' Board of Trustees. Specifically, these guidelines stipulate that "the general education component of associate degree programs shall include a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics, and social sciences, comprising at least one third of the minimum requirements of the degree." All degree programs of the college offer the required complement of general education courses, thus affording all students educational access to a broad array of knowledge that adequately prepares them to be well-rounded world citizens. Students are given choices within the core of courses designated as general education, and, with the help of academic advisors, they select elective courses that best suit their interest and career direction. General education requirements are a part of the students' graduation requirements. In order to earn a degree from Middlesex Community College, an academic advisor confirms that each student applying for graduation has satisfied the general education requirements of the respective degree and signs a graduation checklist as proof that this condition has been met.

The college catalog includes a complete description of the general education requirements for all programs of study. The categories—humanities, fine arts, mathematics, social science, and science—are listed and corresponding subject areas are clearly marked to inform students of the courses that may be selected to fulfill the respective requirements. By designating one-third of course selection within the above mentioned areas, degree programs are in compliance with the general education requirements. The general education requirements have been recently revised under TAP. Per TAP, each transfer degree program at Middlesex Community College will require a minimum of thirty credits (1/2 of the credit requirement for most associate degree programs rather than 1/3) of general education instruction. It is the responsibility of each program coordinator to ensure that the degrees are designed to comply with this requirement. If changes to a degree program are proposed, the curricular change is reviewed by the appropriate governance committees in order to ensure that the required general educational credits are maintained.

In addition to the general education requirements, the college, as mentioned earlier, has also implemented a requirement that all students demonstrate competency in information literacy (L) and diversity (D). Information literacy and diversity content can be found in both general education courses as well as program courses; these courses provide specialized instruction in information access and appreciation of human differences. The (L) courses specifically teach students how to use information resources and require that students complete an assignment using library resources and electronic source material. Students learn how to analyze information sources critically and how to properly organize and synthesize the information compiled. The (D) courses promote an understanding and open-mindedness of diversity in many aspects of the human existence, such as race, culture, ethnicity, age, sexual orientation, religion, and gender. The college mandates that all students have a total of two (L) courses and one (D) course upon graduation. There are exceptions to this policy if the student transfers.

Each degree program identifies courses that fulfill the general education requirements as stipulated by the Board of Regents in both the breadth of offerings and percent of overall credits. However, choices of specific general education courses may be restricted within programs in order to ensure that students are adequately exposed to the body of knowledge that is best aligned with their chosen discipline. For example, the Accounting program requires the following: English, English or communications elective, mathematics elective, fine arts, two economics, and a science elective for a total of twenty-four credits. The courses cover the required range of general education topics, but specific courses such as economics are chosen to complement the students' preparation for the pursuit of an accounting career.

Beyond the core of general education courses, students are provided with required program courses as well as directed electives. These courses offer students requisite training in the area of their academic concentration. The courses offered in the program-specific listing are maintained by the program coordinator responsible for the management of the degree. Through a periodic review process that includes PSEC, faculty, advisory boards, professionals in

the field, and college administration, the course offerings within each degree program are evaluated and modified as needed to maintain appropriate curricular offerings.

All students are required to complete college-level English Composition (ENG101) and at least Quantitative Reasoning (MAT104). The students' level of readiness for English and math are determined by a placement exam (Accuplacer) or by SAT or ACT results. Students who are not prepared for the rigor of college English or math are enrolled in developmental courses that provide them with the opportunity to master the fundamental skills necessary to be successful. Developmental courses cannot be applied toward degree requirements.

All college syllabi require statements that address the degree to which each course meets competencies, such as quantitative reasoning, critical analysis, logical thinking, etc. The majority of competencies are met within the body of general education courses, which students are required to complete to receive an Associate's Degree.

Appraisal

The college has maintained the integrity of the general education requirements by strictly adhering to the guidelines dictated within each degree program and confirming compliance before conferring degrees. In the catalog's listing of degrees, the general education courses typically are grouped together and labeled as "General Education Requirements," thus making it clear for students to see the specific courses that have been so designated within each program. Additionally, the general education credits are totaled and displayed, so that one can immediately see how many credits are applied to fulfill this liberal arts requirement. There is, however, not uniformity in our degree listings. In some instances, the degrees do not clearly identify the general education courses in a cluster and in many cases there are no subtotals posted. The implementation of TAP provides an opportunity to update this information.

Instruction in the five core areas of general education ensures that students receive a well-rounded education. Particularly noteworthy is the special emphasis that has been placed on supporting the broad range of learning needs in English and math.

MxCC offers developmental courses in both reading and writing to prepare our students for the challenge of college reading and writing. Even before the passage of PA12-40, special initiatives had been developed to support the needs of these students who constitute about 70% of our overall enrollment, and 15% of our credits sold. The following list highlights some of the specific programs and course offerings that have been organized to support English competency in the developmental community.

- The Transitional Year Program is a year-long program that involves a cluster of common courses for the fall and spring terms. Students who place into Introduction to the Essay (ENG063) and Academic Reading (ENG073) are eligible. The goals are to give students the opportunity for deeper learning, to take courses

with overlapping content and lessons, to provide one-on-one support from tutors and advisors, to develop study skills, and to foster a sense of community.

- Paired Course Option: ENG063 and ENG073 are paired and instructors work closely to integrate reading and writing curricula while providing individualized assistance.

- FS100 Freshman Seminar is a 3-credit course designed for students who place in one or more developmental courses. The course provides an extended orientation, skill-set development, and an introduction to majors and careers. It is an elective and is transferrable.

- Reading-Writing Intensive Workshops are noncredit, two-week workshops for students who would like extra assistance in grammar, reading comprehension, and essay writing. After workshop completion, students may retake their placement tests to see if they can move up a level from their original placement.

Beyond serving the developmental community, our English offerings have expanded delivery options and extracurricular opportunities to further broaden student exposure to the world of writing and literature, thus strengthening the written and oral competency of our students. They include:

- Self-Paced English: The self-paced option provides students an opportunity to complete ENG063 and ENG101 in one semester. Classes are taught in a computer lab where students can follow study plans designed for their individual skill levels. Students are assessed at midterm to determine readiness for ENG101. Eligible candidates move on to ENG101 in the second half of the semester, and those who are not eligible to progress to ENG101 complete the course as ENG063.

- The Journalism Club is responsible for the production of the school's newspaper, *The Flying Horse*. The club provides students with the opportunity to write, edit, and compile articles for publication. English/communication faculty have served as club advisors who coach, inspire, and guide students in the development of their journalistic competencies.

- The Creative Writing Club allows students to experience poetry, story-telling, and other creative expressions of literature. Students are given an opportunity to perform their literary creations at local venues in the city and on campus at special events.

- The *Pegasus* journal is published each year to showcase a collection of writing and visual arts by MxCC students.

- Writing Across the Curriculum reinforces the need for competency in writing in all areas of study. MxCC has hosted workshops in the last several years for both full-time and part-time faculty. This remains an exciting area of growth for the college.

Equal emphasis has been placed on preparing students in the area of mathematical proficiency. Placement test results are used to determine the level of developmental math that is required and students are directed accordingly. Various pedagogical formats are employed to serve the diverse needs and learning styles of students. The following lists some new offerings that support our mathematical curriculum:

- The self-paced option for math courses offers individualized computer-based instruction. Instructors and supplemental instructors provide assistance to students and they are able to progress through the curriculum at their own pace.
- Accelerated algebra options, known as paired courses, combine two course offerings in a single semester, allowing students to potentially complete two sequential courses in one semester.
- Emporium model for Calculus II and Calculus III allows students from both courses to meet in a computer lab at the same time. Each group receives separate instruction for each subject during part of the class time.
- A four credit embedded Math 137 course is being piloted in the fall of 2013 to meet the requirements of PA12-40.
- The annual Math Contest challenges students to use their mathematical skills in an academic competition that involves participants from other colleges.
- The college sponsors a math club, allowing students with a particular interest in mathematics to gather and pursue that interest.
- The Math Division has established a chapter of Mu Alpha Theta, the two-year college math honor society.
- Fast Track Math Initiatives are noncredit workshops to provide students with extra assistance in math areas. The course begins with the administration of a placement test to guide the instructional areas for review for each student.
- KHAN Academy, a nonprofit organization, provides online resources to strengthen mathematical skills inside and outside the classroom.

The college currently does not have oral communication as a requirement for all programs that lead to an Associate's degree. However, many programs feature a "Communication Requirement," which allows students to deepen their communication skills through an advanced elective in speaking or writing. This includes courses such as Advanced Composition, Technical Writing, and Public Speaking. However, with the implementation of TAP and the revisiting of the common core, Public Speaking will be embedded across the curriculum. It will also remain as a stand-alone course.

The TAP articulation agreement and the passage of PA12-40 will undoubtedly impact the way that developmental education is delivered. Despite the successful local initiatives already underway, PA12-40 may ultimately limit access for our most vulnerable students.

THE MAJOR OR CONCENTRATION

Description

Middlesex Community College offers sequenced coursework that allows students to graduate with degrees, obtain certificates, or transfer to programs within ConnSCU or other four-year institutions. These programs are designed to prepare students for specific occupational or academic pursuits. Oversight of the programs falls within the governance structure of the college and, as applicable, includes local, state, and national accreditation bodies. Programs fall within the jurisdiction of the assigned program coordinators who maintain their curricular integrity. The Curriculum and Academic Policy Committee, the dean of academic affairs, the Division Chairs Council, and the College Council review program changes before they are approved by the president of the college. Program review is handled by PSEC.

The degree programs of the college supply a well-rounded base of knowledge in specific disciplines. Students have opportunities to develop the requisite skills from fundamental to advanced levels. To confirm the efficacy of our degree offerings, programs are assessed on a periodic basis by the program coordinator in conjunction with PSEC. Faculty, staff, and the dean of academic affairs serve on this committee. Occupational programs also have advisory boards comprised of professionals that offer guidance on the trends and directions within respective fields of study. The input of advisors provides information that is used to maintain program relevance. The program review process ensures that academic integrity and currency is maintained in all programs.

Graduates from programs offered at MxCC are expected to demonstrate requisite knowledge and skills in their fields. Through a carefully planned sequence of courses, students are expected to progress from the introductory level to an advanced level of proficiency within their program. Students are encouraged to meet with academic advisors and notices are sent out informing students of their assigned advisors. The purpose of these meetings is specifically to address the issues of academic and career planning and to guide students in course selection. During the fall and spring semesters, there are weeks designated as priority registration weeks. This is a time when faculty advisors make themselves even more available to students than usual. Program coordinators serve as career guides for their respective occupational areas.

Students within occupational program majors prepare for designated workplace settings through experiential learning that includes internships, clinical field placement, service learning, practicum, community service, and alternative assessments, such as credit by exam and prior learning through portfolio development.

These bridges to the professional world are essential to the students' overall development and further validate the curricular integrity of the represented programs. Students are assessed during these assignments, and their performance is a key indicator of their readiness for the workforce or for continued higher education. Maintaining strong partnerships with organizations within our service area is an essential duty of the program coordinator. Experiential learning not only provides an extension of the classroom training, but in many instances opens the door of employment for our students.

The degree programs at MxCC also provide a pathway for transfer to baccalaureate institutions. Students enroll in programs that are designed specifically for transferability such as the Guaranteed Admissions Program (GAP) with the University of Connecticut. The General Studies program boasts the highest enrollment within the college and is used by many students as a transfer degree. Other degree programs, such as Management Information Systems (MIS), were designed for transferability and correspond with the first two years of Central Connecticut State University's MIS degree. The Liberal Arts and Science degree was designed for students wishing to transfer to a liberal arts degree at a four-year college. The course by course articulation between this college and other four-year schools is a process that is monitored by program coordinators and division chairs. With the implementation of TAP, course articulations will be revisited. As course articulation requirements change, the appropriate revisions are made to ensure the seamless transfer of credits. The course revisions are typically initiated by the program coordinator and confirmed through the college's curricular governance process.

The college makes every effort to ensure that all students can complete their degree requirements within a two-year period if they attend full-time. Courses are offered in Middletown, Meriden, and online. Students may take classes at other community colleges and four-year institutions as well and transfer those credits to MxCC if it helps them complete their program in a more timely way. In some instances, courses are offered on a two-year plan, and students are advised accordingly. This practice is employed for courses that are traditionally low-enrolled, and it increases the likelihood of maximum enrollment in carefully spaced intervals. If programs are eliminated or program requirements are changed, students are advised regarding their options. The college catalog lists a semester-by-semester course plan for many programs. This useful guide helps students to plan the courses that they will need to take in a given semester.

Appraisal

One area of difficulty has been the pathway for articulating degree programs from MxCC to the Connecticut State University System. In many instances, courses taken at MxCC are received as electives, thus requiring students to retake core program classes.

Many students come to MxCC with a determined program of study in mind; however, MxCC also serves a very large percentage of undecided students who have no specific career direction. The college has taken notable steps in guiding these students in selecting a major and career focus. Through the formal academic process, we offer four career-specific exploration

courses. They include: “Investigations in Health Careers,” which provides the learner with an overview of the healthcare system, health professions, and medical terminology; “Exploring Business and Technology Careers,” which exposes students to various career pathways in business and computing; “Careers in Media,” which explores the fields of journalism, advertising, public relations, broadcasting, and other media arts; and “Exploring Environmental Careers,” which provides students an opportunity to learn about career paths in environmental science. The growth of career exploration courses, and the role of career exploration in our Freshman Seminar curriculum, reflects the college’s understanding that all students in programs such as General Studies can benefit from career guidance. The Career Development and Counseling Center also developed an informational program called “What Can You Do With A Major In…,” which gives students an overview of all degree programs and the specific career opportunities associated with each. Following General Studies, the second highest area of enrollment is undeclared students with a head count of 602 in FY2012. Based on these data, the college needs to develop a strategy that will encourage students to determine a specific occupational or academic track.

Internships allow students to develop expertise in their field. Other academic initiatives, including service learning and experiential learning, allow students to develop professional skills in areas of interest. These opportunities provide an in-depth understanding of a specific subject matter. However, they are not available to students in all occupational programs.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

MxCC is committed to upholding the integrity in the award of its academic credit to students. Degrees meet the minimum of 60 semester credits, and each degree requires that one-third of its courses be in the liberal arts. This information is published in chart form and can be located in the print and online catalogs. This chart also identifies the disciplines that fall within humanities, fine arts, mathematics, science, and social science.

Each degree program is identified and outlined in publicly available brochures as well as print and online college catalogs, or in college offices across campus. Degree program outlines contain a list of required courses and electives to provide students with the opportunity to graduate within the published program length. Course descriptions are located in the catalog. If selected carefully, students can obtain a General Studies degree online and complete over 50% of their course work online for a Liberal Arts degree. Since the 2002 Self-Study, MxCC, along with the 11 other community colleges, fully implemented a common course numbering system to assist students, faculty, and staff in transfer and registration.

To ensure the integrity in the award of credit, MxCC demonstrates clear and ongoing authority and administrative oversight for its credit bearing courses. The 4C’s (Congress of Connecticut Community Colleges) Collective Bargaining Agreement, reinforced by the dean of academic affairs and division chairs, requires that instructors distribute syllabi for each class by the second week of the semester. The syllabi are required to contain specific elements, such as the

course description and list of outcomes. Syllabi for students are distributed in print form and are uploaded to BlackBoard Learn, the college's course management system. For internal college use, syllabi for each course in a given semester are archived on a shared network drive. Program coordinators actively work to ensure that their courses meet the students' needs and reflect the current climate through the assistance of their Advisory Boards and the Programs and Services Evaluation Committee. Per system policy, programs and disciplines go through a review every five years. Information about the review process can be found on the shared network drive and elsewhere in this document. This network share includes meeting minutes, timelines, evaluation histories, committee membership, frequently asked questions, outlines of review processes, and report formats.

MxCC and ConnSCU offer many professional development opportunities. MxCC has a Faculty-Staff Professional Development Committee, which sponsors professional development activities on campus. As with each of the 12 Connecticut community colleges, an MxCC faculty member serves as the representative to the system's Center for Teaching (CFT). CFT sponsors a variety of professional development workshops and lectures. Center for Teaching is a state-wide committee, and the MxCC Center for Teaching representative serves on the college's Faculty-Staff Professional Development Committee as well.

The 12 community colleges, including MxCC, have a standardized evaluation process for full-time and part-time faculty. For full-time faculty, the process includes an in-class observation (often done by the division/department chair), a self-appraisal (done by the faculty member under evaluation), and overall performance (conducted by the division/department chair). For part-time faculty, the evaluation process primarily involves the in-class observation by a full-time faculty member, most often a program coordinator or division chair. For full- and part-time faculty, there are pre-evaluation and post-evaluation meetings with the evaluating party (see Standard 5 Faculty for more information).

Each MxCC student is assigned an academic advisor. Students in occupational programs are advised by either the program coordinator or a program faculty member. However, since the vast majority of students are in General Studies (FY2012 headcount 1115), students may be assigned to faculty across the divisions. If students wish to change advisors and/majors, they can fill out and submit the appropriate paperwork to the Records Office.

To ensure consistency, each section of a course is required to have a standardized syllabus with course description and learning outcomes. Changes to the course description or outcomes go through the college governance structure. The college also awards credit for independent studies and internships. MxCC does not award graduation credit for developmental coursework.

As discussed earlier, MxCC offers credit for experiential and non-collegiate sponsored learning. The college catalog outlines the process by which students may apply for credit (in compliance with Board policy) and the maximum number of credits that may be awarded. An example can be found in the Criminal Justice Program with portfolio course-based credit.

The college catalog outlines the academic standing policies for students, including students who are on financial aid. The catalog includes sections on "Academic Probation and Dismissal," which specifically define good standing, academic probation, and suspension. More particularly, the catalog outlines "Satisfactory Academic Progress Policy for Student Financial Aid Recipients" (probation period, termination, maximum credit hours, reinstatement, appeal process, withdrawal from classes and college).

The college publicly publishes graduation requirements in print and online catalogs. The college catalog identifies the basic graduation requirements (completion of the curriculum pattern, the fulfillment of the minimum GPA, the "L" and "D" course requirements, and the meeting of financial obligations….). The specific programs of study, which include the list of required and elective courses, can also be located in the "Degree Program" section of the college catalog. In order to participate in graduation, students must fill out an application for graduation and submit a signed program checklist which identifies each course and other program requirements. The checklist is reviewed and signed by a faculty or staff advisor and reviewed by the Records Office to ensure that program and graduation requirements are met, but new Curriculum and Program Planning (CAPP) software will help automate the process.

To ensure the academic integrity of course credit, faculty work to prevent plagiarism and cheating. In the college catalog, there is a statement on Plagiarism and Academic Honesty. This statement was drawn from the former Board of Trustees' Proscribed Conduct Policy located in the Board of Trustees' Policy Manual. Faculty members are required by administration to include this plagiarism statement in their syllabi. More information on enforcement in the event there is a report of plagiarism can be located in "A Policy on Student Conduct" in the college catalog and student handbook. The MxCC library has a link with an informational video about plagiarism. This segment is part of the library's Information Literacy/Help with Your Research programs. Students also receive instruction about plagiarism within English 101 in order to ensure that all graduates receive training on the issue.

Generally, MxCC offers credit-based, ground, hybrid, and online-courses for 15-week semesters. The college is experimenting with late start courses that allow students to complete a full semester in 13-14 weeks rather than 15.These courses meet the same outcomes as 15 week courses. There are some instances when the credit-bearing courses run during abbreviated sessions. During the summer, there are two primary sessions (3 ½ -week and 6-week) where the courses are concentrated. However, the courses must fulfill the same outcomes (credit courses have standardized course outcomes and descriptions), as if they were running in a 15-week semester. Courses held during the winter intersession must follow the standardized course outcomes and description.

All credit-based courses adhere to the CIHE Policy 111—for every one hour of instruction, there are two hours of outside class work for students. This policy is published on the MxCC web site. Full- and part-time faculty are also made aware of this policy through the dean of academic affairs and division chairs, so they can develop their course syllabi accordingly. Students are not advised of this policy in the same way that faculty are, but many faculty and staff advisors

will discuss the need for students to be mindful of the work expectations when planning their out of class activities. The MxCC website posts a number of college success tips and included among them is tip #3, a reminder to students to leave plenty of time to fulfill class expectations when engaging in other pursuits.

MxCC offers distance-learning courses during the fall, spring, and summer terms. These courses also follow standardized course descriptions and outcomes. Before enrolling in an online class, students are encouraged to take the Smarter Measure test, which is an online assessment of a student's readiness for online learning; however, it is not a gatekeeper exam. All online students are also offered the opportunity to attend orientations that will prepare them for their online classes. Throughout the semester, students receive technological support from our distance learning staff. As of Spring 2013, faculty who are new to online instruction and wish to teach an online class must complete the prescribed iTeach course, which is a system designed training module. This process exists to ensure that faculty demonstrate the appropriate technological and pedagogical competencies. Faculty with significant online teaching experience may appeal to the director of distance learning for an exemption.

Currently, MxCC offers a few off campus courses. However, these courses adhere to the same standards as courses on campus and online. Whether a student takes a class on campus, off campus, or online, that student has access to his or her faculty member through multiple modalities. For example, an online student can reach their instructor through BlackBoard Learn, through MxCC email, or by telephone. Faculty also meet with some online students on campus or through video conferencing.

In ConnSCU, we do not have a system that can completely ensure students in an online class are who they claim to be, just as we do not have a system to ensure that students in a ground classroom are who they say they are. However, students log in to online classes by using confidential information (a Banner ID number and a personal password) that is associated only with their identity. Students are aware that sharing such information with other students severely compromises both academic integrity and data security.

MxCC offers a variety of certificates. Students must fulfill the required and elective credit courses, as outlined in the college catalogs. As with the degree programs, the Records Office reviews the final check list to ensure that students have met the certificate requirements.

The college catalog (both the former print version and now the online version) provides information for transfer students. The catalog also includes the former "Board of Trustees Policy on Transfer." MxCC will accept transfer credit if it corresponds to an existing course or is particular to a program. Students are required to forward their official transcripts for evaluation.

MxCC maintains and develops articulation agreements with area colleges and universities. The Liberal Arts and Science Program is designed as a transfer program for students; however, the majority of students enroll in General Studies. There are programs in business, science,

humanities, and social science that do have articulation agreements with area colleges and universities, such as the four state universities, the University of Connecticut, the University of New Haven, the University of Hartford, and the University of St. Joseph. Students may visit the Transfer Planning link at the MxCC website to learn about the varied transfer opportunities. This site also includes links for transfer course equivalencies. The new Transfer and Articulation Policies will make transfer even easier for students within the ConnSCU system. In order to graduate from MxCC, transfer students must complete at least 15 semester hours at MxCC as well as the other requirements, as outlined in the college catalog.

Appraisal

MxCC strives to maintain the integrity in the award of academic credit in compliance with the NEASC Standards. Initially, students can publicly learn of the courses and programs through the college print and online catalog. Due to cost, environmental stewardship, student accessibility, and general convenience, the 2011-2012 catalog was the last to be printed; however, an archive of catalogs is located online and at the library, the Records Office, and miscellaneous offices across campus. Throughout the last 10 years, academic programs have been updated, and courses have been added or modified. The print catalogs cannot immediately reflect these changes; however, the online versions can be immediately updated. The updated information ensures that faculty and staff will be advising students with the most current information about courses and academic programs.

Although MxCC offers two-year associate's degrees, many students are not opting to or are not in a position to graduate within two years. Approximately 60% of students are part-time. For full-time status, students are required to take a minimum of 12 credit hours a semester—typically four courses. In order to graduate within two years, students would need to take five courses per fall and spring semester or supplement a lighter course load with coursework during winter or summer semesters. Because the college believes in making education accessible to students throughout the year, MxCC offers a winter intersession and two summer sessions. In fact, the dean of academic affairs and the division chairs are working together to revitalize the college's winter intersession and summer session scheduling with the addition of Spanish, Public Speaking, and other courses. Additionally, some students are not in a position to graduate within the published program length due to their placement in developmental courses. Up to 70% of students who take a placement test are required to take at least one developmental course in reading, writing, or mathematics. In the last several years, a developmental reading course has been added as a prerequisite to some courses, such as ENG101 Composition and developmental math. With the addition of this prerequisite on some college-level courses, MxCC recognizes that reading is a vital component to a student's academic success across the curriculum. To assist with the advising process, faculty are emailed an updated list of courses with prerequisites.

MxCC wants to ensure that students who are taking college-level courses have access to the appropriate 200-level courses as well as course variety needed to fulfill program requirements. At times due to low enrollments, some 200-level courses have been cancelled in a given

semester. Administration is emphasizing with the assistance of division chairs and program coordinators the maintenance of a two-year plan, noting the semester in which certain 200-levels courses will be offered so students may plan accordingly. MxCC has made several attempts to create an Honors Program to provide exciting, challenging, and varied coursework for the most capable students. This past winter, an Honors Program was finally created, and the first class of students is registering for Fall 2013.

In addition to the new programs and courses, MxCC has been fostering and sustaining strong connections with the community through their academic programs. The infusion of grant funds for the college's New Media program and Life and Health Sciences program is designed to attract a broad variety of new students, including displaced workers and veterans. The new Veterinary Technology program will be housed under the Health and Life Sciences grant, and a cohort of students will be enrolled in the fall 2013 semester.

Community resources, such as Middlesex Hospital, social service agencies, and businesses, serve as sites for instruction, on-the-job training, and internships. MxCC has participated in the Connecticut Legislative Internship program since 2001 and has placed 23 students in legislative internships since 2008. In the spring 2013 semester, MxCC placed seven students in the program, which was more than any other community college in the state and as many as the University of Connecticut.

Since 2001, MxCC has significantly increased its distance learning courses for students. MxCC works to preserve the academic integrity of these courses—to ensure the same level of rigor as the ground courses. The online courses are monitored by the director of distance learning, who reports to the dean of academic affairs. In addition, the director of distance learning is working to ensure the technological literacy of faculty. In Fall 2012, MxCC, along with the other 11 community colleges, officially transitioned from BlackBoard Vista to BlackBoard Learn. To ensure competencies in the online system, MxCC faculty who plan to teach online are required to go through workshop training. By spring 2013, all faculty were required by the dean of academic affairs to upload their syllabi to BlackBoard Learn. Many, if not all, current faculty who teach online have taught or are teaching ground courses, as well. The Office of Distance Learning, along with the Connecticut Distance Learning Consortium, provides other supplements, such as tips for teaching online, best practices, and informational video clips, to assist online instructors. Faculty new to online teaching are required to register for iTeach, a course developed by the former Connecticut Community College System. There is a fee to register for this course but MxCC absorbs the cost for as many faculty as possible. Additionally, faculty professional development funds may be used.

To support the technological literacy of students, the office of Distance Learning offers on-ground and online orientations for students who will be taking online courses. In addition, if students need assistance, they can contact the MxCC Distance Learning Office. In the 2012-2013 academic year, students lost access to a system supported, 24/7 help desk, creating an increased workload within our local distance learning department.

Each student who registers (both through ground or online registration) for a distance learning course needs to provide student identification, including their Banner identification number. However, it is difficult to track whether or not the student who registers for the course is the student actually completing the course. It is important to note that such a violation of academic integrity is equally possible in a ground course. Many faculty create assignments that are difficult to replicate in online "paper mills."

As a two-year college, MxCC attracts students seeking to transfer in credit from other institutions with the intent of either obtaining an associate's degree or transferring to a four-year institution at a later date. A Transfer Evaluation System was implemented in spring 2013 to evaluate the quality of the transfer credit. This software is being used to evaluate transcripts more consistently and in a timelier manner as it is available on demand. The college's participation in the SENSE survey also allows for tracking of these data. Ultimately, the integrity in the award of transfer credits has improved since this software has been implemented. Another mechanism in place to ensure the integrity in the award of academic credit is the faculty evaluation process. The evaluation of full-time and part-time faculty is conducted in accordance with the schedule outlined by the 4C's Collective Bargaining Agreement. The evaluations are one means to ensure that the academic integrity is upheld by each instructor. The dean of academic affairs has called for more frequent evaluation of part-time faculty and this call has been heeded by division chairs.

ASSESSMENT OF STUDENT LEARNING

Description

Student learning at Middlesex is assessed by directly testing for student acquisition of learning outcomes from individual courses, programmatic goals, and the institutional core competencies. The learning outcomes and competencies are well documented, and assessment plans have been developed and implemented. The plans themselves have undergone review for effectiveness and have been modified as needed. Changes to curriculum and curriculum delivery have been made based on internal reviews.

MxCC has developed eight institutional core competencies including communication skills; critical thinking skills; quantitative reasoning skills; technological literacy; information literacy; aesthetic perspective; understanding of diversity; and values, ethics and responsible citizenship. The TAP core competencies will add at least two more competencies to this list.

MxCC began assessing institutional learning outcomes in 2001 using a focus group model called "Assessment by Pizza" through 2004. Since that time, institutional learning outcomes have been assessed in a variety of ways. From 2002-2004, the college also administered a writing prompt to assess students' written communication and critical thinking skills. In the spring semester of 2006, spring and fall semesters of 2007 and spring and summer semesters of 2008, the college implemented a series of exercises to assess student learning of the institution's core competencies. Specifically, tools were developed to assess competencies in written communication, critical thinking, and quantitative skills. These exercises in the spring of 2006

examined these skills of students who applied for graduation of that year. In total, 73 students participated in this exercise. The assessments administered in the spring and fall semesters of 2007 were a modified version of the one given in the spring 2006 semester, which better reflected the educational expectations for graduating students. This assessment tool was used again in the spring and summer of 2008. Forty-six students in total participated in using the updated assessment tool. Students were invited to participate in the assessment activities via a letter from the then dean of learning and student development. The assessment activities were either documented on their graduation checklist (spring 2006), or participation was encouraged by a gift of a flash drive (spring/fall 2007 and spring/summer 2008). Students were given one question from a selection of questions that assessed written communication or quantitative reasoning, each with a critical thinking component. In addition, ethics and issues pertaining to understanding diversity were addressed in many of the questions. The 2007 and 2008 assessment results were compared to Accuplacer results to determine whether there was an increase in competency level but the results proved to be inconclusive. (Results can be found in the document *Assessment Committee Report Spring 2006, Spring and Fall 2007, Spring and Summer 2008*.)

As a direct way to ensure our students graduate with skills in information literacy and exposure to issues surrounding diversity, the college, as earlier noted, requires each graduate to take two Information Literacy courses ("L") and one Diversity ("D"). The scope of the information literacy component of the degree program was reviewed by a task force comprised of faculty and library personnel to ensure that the learning outcomes of this requirement were current and that students were acquiring these skills. This task force was convened in the fall semester of 2006. Modifications to the requirement were proposed in 2008 and fully implemented in 2009-2010.

In addition to the concrete learning outcomes of courses and degree programs, Middlesex seeks to assess the broader experiences of our students. Since 2002, Middlesex has employed the CCSSE (Community College Survey of Student Engagement), which has been administered four times. This tool measures a variety of areas of student engagement, including use of campus resources; feeling of connection to faculty and their peers; time spent on academic activities, both in and out of the classroom; and an assessment of how they feel the college supports their overall learning. This tool provides benchmark data against which individual colleges can compare their results and determine areas of strength and areas in need of development. In addition, students completed the SENSE survey (Survey of Entering Student Engagement) for the first time in 2012. This tool explores academic engagement in the beginning of a student's first semester. This tool can be used as a complement to the CCSSE.

Student learning is evaluated through systematic assessment of the learning outcomes at the programmatic level. Assessment of the learning outcomes for each associate's degree program is expected to be ongoing and conducted by program coordinators as part of their academic responsibilities. Program coordinators file an assessment plan with the dean of academic affairs and report assessment activities to the division chair on a yearly basis. These plans are meant to

focus on evaluating student learning of a subset of programmatic learning outcomes each year, providing a comprehensive assessment over time. To ensure that students are provided with multiple opportunities to learn and reinforce required skills, program coordinators are asked to develop curriculum maps of the learning outcomes for their degree programs. These curriculum maps indicate where concepts are introduced and reinforced to demonstrate where each programmatic learning outcome is introduced, reinforced and mastered. These curriculum maps are housed in the office of the dean of academic affairs. To ensure that degree-seeking students have the opportunity to explore the important issues of their disciplines and to have opportunities to apply the learning outcomes in an external environment, degree-seeking students participate in internship, practicum, and clinical experiences.

In order to facilitate assessment of student learning, the learning outcomes of each academic course, certificate, and degree program are clearly stated. Each associate's degree and certificate program at Middlesex has clear statements of learning outcomes and is filed with the Office of the Dean of Academic Affairs. In addition, these programmatic learning outcomes are reflected on syllabi that are given to the students each semester. This is done specifically to demonstrate to the students how these courses align with the learning outcomes of the degree programs and the college. Each course, whether specific to a degree program or part of the general education curriculum, has learning outcomes described on course outlines, which are also maintained in the Office of the Dean of Academic Affairs. Course outlines are created when a new class is developed and reviewed by the academic divisions and Curriculum and Academic Policy Committee when changes are proposed to existing courses. Syllabi for each course are provided to the students and list the learning outcomes. These syllabi are reviewed by division chairs and the dean of academic affairs and are kept on file on the shared network drive.

In addition, degree programs are subjected to periodic review by the institution every three to five years. The review process uses a community college systemwide tool to assess program effectiveness. Currently exempt from this requirement are degree programs that have external accreditation. Disciplines are also scheduled for periodic review by the college through the Program and Services Evaluation Committee. These reviews ensure that areas of the curriculum not specifically tied to a degree program or certificate undergo assessment.

The systemwide assessment policy instructs each college to design a tool that addresses the following areas for each academic program and discipline:

- Mission of the Program or Discipline
- Program or Discipline Design
- Program or Discipline Outcomes
- Program or Discipline Resources
- Program or Discipline Support Services

Assessment at the course level occurs within courses and across multiple class sections of the same course. Assessment of student learning across multiple sections of the same course is conducted by administering common final exams, group review of written papers, group review of portfolios, and other common assessments. For example, ENG 063 uses group review of

portfolios, ENG 013 uses common finals, and BIO 212 uses a national exam. Other programs, such as in OD&D, prepare students for standardized national exams.

In accordance with its mission statement, MxCC strives to be the college of its community. As such, MxCC recognizes the vital relationship between student learning and community service. Academic divisions provide opportunities for cross disciplinary student projects and student engagement in the community. One such community engagement example is the *Soup Stories* project in 2010, which joined the Social Science Division with the Humanities Division. This combined the work of students in Human Services, Journalism, Creative Writing, ENG101 Composition, and art classes. Human Services students interviewed patrons of the St. Vincent de Paul food pantry while the students in the writing-based classes wrote the interviews for the journal. Art students submitted drawings of the patrons. Other examples include the Science, Engineering, and Allied Health Division, where the OD&D faculty and students regularly donate through "Community Eye Care Days" by providing free eye exams and glasses to those in need. OD&D faculty and students also make trips abroad to assist communities in need of eye care. Most recently in June 2013, the MxCC Computer Club students joined forces with Liberty Bank which had old computers to donate. The Computer Club students updated the donated computers for needy families from the Shiloh Christian Church and surrounding community.

Appraisal

The number of students participating in the assessment activities conducted between 2006 and 2008 highlight the difficulties in conducting voluntary assessment. Overall, the number of student participants was too low to gather statistically significant data, though broad inferences could be gleaned from the results. After updating in 2007, the assessment activities themselves (the writing and quantitative reasoning prompts) were considered appropriate for assessing the core competencies in the areas tested; however, the challenge remains as to how to increase the number of meaningful student participants. The college has a relatively small number of graduates each year, so even if a reasonable percentage participated the actual number of participants would remain low. In 2006, individual results were compared to the Accuplacer results for those students, to see if their skills improved as a result of their education at Middlesex. However, this analysis is problematic; any improvement of skills during that time period may have occurred at other venues (including internships, work environment, or other colleges). As such, batch or group assessment was favored over this type of individual correlation for the 2007 and 2008 activities.

For the last four years the assessment of core competencies was achieved through the use of Survey Monkey and a survey instrument called, "Your MxCC Experience." During the first three years of use all students who applied to graduate were asked to complete the survey; in 2013 all students with 45 or more credits were invited to participate. The benefits of this survey are that it is easy to administer and easy to analyze the results. The primary drawback is that the questions ask students to describe their experiences with the various core competencies but not to directly demonstrate their skill.

Assessment of the L-course graduation requirement was initiated in 2006 when it became clear that the library research graduation requirement needed to be broadened. The task force surveyed faculty to determine how the L-course requirement was implemented and to determine the critical learning outcomes in the area of information literacy. The conclusion of the task force was to expand the L-course requirement from simply a research project to include the ability to understand, navigate, and use information effectively. One positive outcome of the review of the L-Course requirement is that the Library staff report more classes using their services (see Standard 7 for more information).

The Diversity requirement for graduation (D-courses) has not undergone a review similar to that done for the L- course requirement nor has the complete set of institutional core competencies. Given the implementation of TAP, such a review may prove unnecessary.

Programmatic and discipline reviews are to be done on a regular schedule, conducted by the Program and Services Evaluation Committee. A newly revised schedule was published on the shared network drive during the Spring 2013 semester. In addition, in Spring 2013, the dean of academic affairs developed a program coordinator report to be filed at the end of the academic year by each program coordinator. While program reviews will still be implemented, the program coordinator yearly report will offer insight into each program's yearly activities and overall status. This reporting provides a level of detail not previously available.

Projection

1. The college will implement the NMSCI grant and the Health and Life Sciences grant over a three-year period. Because of these grants, the Broadcast-Cinema, Multimedia, and Communications facilities will be upgraded. Certificates and programs will be added by the end of academic year 2014-2015. The facilities upgrade will be supervised by the grant coordinator and the director of finance and administration while the development of new academic programs will be supervised by the grant coordinator and dean of academic affairs.

2. MxCC will continue its commitment to cohort based learning, as evidenced by the implementation of a full Honors Program by 2014-15. For the fall 2013-14 academic year, a pilot will launch this initiative. The Transitional Year Program will be expanded with a Meriden cohort in academic year 2013-2014. The dean of academic affairs along with the division chairs, specific faculty, and the director of academic initiatives will supervise this endeavor.

3. Working with Paulien Associates, an academic consulting group, the college will begin developing an academic strategic plan during the 2013-2014 academic year. The dean of academic affairs will take the lead for MxCC.

4. Faculty will incorporate a statement in their course syllabi telling students they will be required to open their student email account to receive any MxCC communications.

Standard language will be developed by the dean of academic affairs for this purpose. This will take place during the 2013-2014 academic year.

5. With the implementation of TAP, it seems likely that the college's undergraduate core competencies will be replaced or supplemented by the TAP core competencies. This will provide an equal measure of student skill attainment, but will also create more streamlined transfer processes and pathways. The college expects to begin this work in the fall of 2013, but that date is dependent upon completion of the systemwide TAP agreement. Once the TAP process is complete, articulation pathways will be formalized between all ConnSCU institutions by program representatives in a phased approach. This will be completed by the end of academic year 2014-2015 and supervised by the dean of academic affairs and two faculty TAP representatives.

6. Also, with the implementation of TAP, the college will guarantee that all students who transfer will meet an oral communication competency. This will be implemented with the incoming class in 2013 and will be handled by the chair of the Humanities Division.

7. By developing more career oriented course work, and by developing new transfer pathways in traditional college majors (such as math, psychology, sociology, and English), the college will reduce the percentage of students enrolled in its General Studies program as well as its undecided students. Development of these pathways will be completed by the end of the 2015-2016 academic year. This will be supervised by the dean of academic affairs with assistance from the division chairs and program coordinators.

8. MxCC will be incompliance with PA12-40 by the fall 2014 semester. Compliance efforts will be supervised by the dean of academic affairs and the chairs of the Math and Humanities Divisions.

9. In compliance with PA12-40, the college will be required by 2016 to place students in college classes by “multiple measures of assessment.” Beginning in Fall 2013 the chairs of the Math and Humanities Divisions will work with their faculty to research best practices, implement pilots, and ultimately determine the best way to place its incoming students.

10. The college will continue to investigate ways that it can ensure the integrity of awarded credit in online coursework. This will take the form of OLCR classes as well as potential technological solutions. This project will be completed by spring 2015 and be supervised by the director of distance learning and dean of academic affairs.

11. To address low enrollment in 200 level classes, the college will undertake an analysis of students who have completed 30 or more credits in order to determine the difficulties they face in enrolling in 200 level classes suitable for transfer. The college will undertake this project at full TAP implementation, most likely fall of 2015. It will be

coordinated by the dean of academic affairs with assistance from the director of institutional research.

12. Starting with academic year 2013-2014, academic division chairs or program coordinators will begin to evaluate online instructors more regularly with a specific set of criteria that reflect online environments. This effort will be coordinated by the director of distance learning.

13. The college will implement consistent and routine assessment of learning outcomes and core competencies. Opportunities to evaluate the results of assessment activities on a college-wide level, and make adjustments as needed, must also be implemented. As a first step, the college sent a team of five faculty and administrators to an AAC&U workshop in the summer of 2013. The team will report their findings to the whole college at a professional development day in the 2013-2014 academic year.

Institutional Effectiveness

The administration, faculty, and staff of MxCC are dedicated to maintaining the quality of its associate degree and certificate programs. MxCC uses program evaluation to ensure standards of quality and academic integrity. In June 2013, a team of administration, faculty, and staff attended a summer AAC&U institute, strengthening the college's commitment to systematic assessment. The plans drafted from the summer institute coupled with the college's existing curriculum policies will invigorate the college's institutional assessment plan. Finally, MxCC's institutional effectiveness will be guided by its strategic plan. Strategic Priority V "Optimize Curriculum" reads: "We will develop and strengthen credit and non-credit programs that anticipate and meet the needs of individuals, businesses, and communities." In sum, this will lead to greater overall course, program, and institutional effectiveness.

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

Fall Enrollment* (2012) 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 FTE
Main Campus FTE	1,194							1,194
Other Campus FTE								0
Branches FTE								0
Other Locations FTE	250							250
Overseas Locations FTE								0
On-Line FTE	253							253
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	1,697	0	0	0	0	0	0	1,697
Unduplicated Headcount Total	2,937							2,937
Degrees Awarded, Most Recent Year	277							277

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	153		22
Other Campus FTE			
Branches FTE	57		12
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	13		2
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	223		36
Unduplicated Headcount Total	602		67
Certificates Awarded, Most Recent Year	n.a.	n.a.	33

Notes:

1) Enrollment numbers should indude all students in the named categories, induding 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.

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal for next Year
For Fall Term, as of Census Date	(FY 2011)	(FY2012)	(FY 2013)	(FY 2014)	(FY 2015)
Certificate					
? Accounting Assistant	7	3	2	1	5
Accounting Technician Assistant	1	1		1	5
Broadcast Communications	1	2	3	7	5
Business Skills	2	2	1	3	5
Communications Networking	4	4	3	1	5
Customer Service Management	1				5
Early Childhood Education	9	13	5	5	10
Entrepreneurship	1	2	1	2	5
Health Careers Pathways	4	7	4	12	10
Help Desk Technician		1	1	2	5
Juvenile Justice	5	5	4	4	10
Multimedia	1	4	6	3	10
Multimedia Web Design & Development	3	4	4	3	10
Software Developer		2		1	5
Substance Abuse Education	9	4	5	3	10
Manufacturing Machine Technology	4	3	20	25	25
Therapeutic Recreation	11	5	8	10	10
Total	63	62	67	83	140
Associate					
? Accounting	91	69	98	96	107
Banking		1			5
Biotechnology	16	17	21	14	25
Biotechnology: Forensic Science Track	9	10	15	14	20
Broadcast-Cinema	42	46	32	44	40
Business Administration	163	164	153	137	170
Communication	31	38	41	33	45
Criminal Justice	199	192	169	151	185
Early Childhood Education	115	81	80	98	90
Engineering Science	33	29	37	38	40
Environmental Science	25	24	35	25	40
Fine Arts	37	28	27	23	35
Fine Arts-Graphic Design Track	37	28	31	30	35
General Studies	1,118	1,149	1,115	1,134	1,170
Human Services	129	140	148	162	165
Information Systems	23	22	27	39	30
Liberal Arts	74	61	58	63	65
Management Information Systems	11	9	7	15	15
Marketing	20	20	22	27	25
Multimedia	40	40	36	33	45
Ophthalmic Design and Dispensing	37	46	42	49	50
Radiologic Technology	27	26	37	33	45
Technology Studies: Mnfg Machine Tech	5	7	21	18	25
Technology Studies Eng Technology Opt.		1	2	2	5
Tech Studies: Computer Engineering Tech				4	
Technology Studies	12	13	14	22	20
Veterinary Technology				16	

Tech Studies: Computer Engineering Tech					4	
Technology Studies	12	13	14	22	20	
Veterinary Technology				16		
Undeclared	595	553	602	502	540	
Total	2,889	2,814	2,870	2,822	3,037	
ccalaureate						
Undeclared						
Total	-	-	-	-	-	
Total Undergraduate	2,952	2,876	2,937	2,905	3,177	

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

?
?

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)
		(FY 2010)		(FY2011)		(FY 2012)		(FY 2013)		(FY 2014)
Undergraduate										
?	Business	5,620		6,094		6,317		5,228		5,490
	Humanities	18,911		20,474		18,176		18,102		19,005
	Math	8,170		7,729		7,755		7,709		8,095
	Science	7,389		7,425		8,179		10,298		10,810
	Social Science	13,767		12,102		12,627		12,663		13,295
	Total	53,857		53,824		53,054		54,000		56,695
Graduate										
		-				-		-		-

Standard Five: Faculty

Description

Middlesex Community College currently employs 43 full-time faculty who teach across 23 associate degree and 17 certificate programs. Nearly equal numbers of male and female faculty (20 and 23 respectively) teach at the college and there are nine minority group members among. We employ nearly 170 adjunct faculty members of which approximately 145 teach each semester; there are greater or fewer numbers depending on the semester and our needs. The faculty are divided, for administrative purposes, into five divisions: Business; Humanities; Mathematics; Science, Allied Health, and Engineering; and Social and Behavioral Sciences.

Middlesex Community College faculty (full-time and adjunct) are unionized, as are all faculty in the Connecticut Community-Technical Colleges, and are represented by the Congress of Connecticut Community Colleges or 4Cs. There are separate contracts for full-time and part-time faculty that reflect their distinct roles. The most recent collective bargaining agreement from 2012-2016 addresses such issues in Standard 5 as Academic Freedom (Article VI), Grievances (Article VII), Appointment and Reappointment (IX), Working Conditions and Workload (Article X), Evaluation (Article XI), Promotion (Article XII), Termination (XIII), Sabbatical Leave and Leave for Professional Development (Articles XVII and XVIII), and Salary and Benefits (Article XXI). These critical matters related to employment, work conditions, salary, and benefits are reviewed during contract negotiations. The director of human resources conducts an orientation for all new faculty and new faculty additionally meet with the fiscal administrative officer for salary and benefits information. They are also advised to see their faculty/union contact person for a copy of the 4Cs contract. The collective bargaining agreement also applies to professional staff and stipulates salaries and benefits, evaluation procedures and timetable, and grievance procedures. Through its search procedures, contracts, and collective bargaining agreement, the college makes explicit the criteria and procedures for the appointment, evaluation, advancement and termination of academic support staff. These staff, who include student affairs specialists, library staff, financial aid officers, etc. are of critical importance to MxCC and are counted on to be knowledgeable and customer service oriented. The college recognizes the important contribution of these staff members and, as a result, pays careful attention to search and screen methods, providing them with explicit criteria for their appointment and evaluation, assures an appropriate salary in conformance with State of Connecticut guidelines and classifications, and provides for their employment security and professional development. These employees also meet with the fiscal administrative officer upon employment for a review of salary and benefits. There is a professional staff/union contact person who provides these employees with a copy of their union contract.

In preparation for this self-study, faculty were asked to complete a Faculty Data Form indicating their degrees earned, courses taught, conferences attended, professional activities, and awards or honors received. The college has also begun reviewing faculty (full-time and part-time) personnel files to confirm this information. Data regarding degrees earned and courses taught indicate that, for the most part, the faculty are qualified by virtue of academic credentials (a

master's degree being the minimum degree required) to be teaching within their disciplines. Twenty-eight faculty have the master's degree and 14 have PhDs. One faculty member has no degree but is licensed in his profession (opticianry) and has years of experience within his discipline allowing us to obtain a Board of Trustee exemption to the degree requirement at the time he was hired. In a small number of cases, faculty are teaching outside of their academic disciplines. This occurs when faculty have developed new areas of teaching interest and have substantial coursework, engaged in research in the discipline, or have other work or personal experience that indicates they are qualified to teach in the subject area. Recently, it was discovered that one non-tenure track instructor and one tenure-track instructor did not have the appropriate qualifications to be teaching in their disciplines. They have both been reassigned to different positions in the college that were desperately needed and for which they are very qualified. The college recently learned that an adjunct faculty member in a particular program did not appear to have the credentials for the subject he was teaching. This situation is currently being reviewed.

In addition to a 12 hour teaching load, all full-time faculty members, per the collective bargaining agreement have "additional responsibilities." Often referred to as a faculty member's "nine hours," these responsibilities relate to the goals of the college and system and should reasonably be able to be performed over a period of nine hours/week/contract period. As part of their "nine hours," faculty may engage in special assignments or projects, conduct research or explore ways to improve teaching and learning, participate in community service activities if consistent with the college's mission, provide assistance with registration, provide tutoring in the College Learning Center, etc. At the end of each academic year, all full-time faculty submit to the dean of academic affairs a report on the past year's activities and a proposal for use of their nine hours for the coming year. In some cases there is immediate approval by the dean; in other cases there is some negotiation between the dean and the faculty member. This is to ensure that college needs are being addressed and that each member of the faculty is thinking carefully about his/her own professional growth and teaching skills. In addition, the college's governance charter allows for full faculty participation in academic planning and policy-making, curriculum development, and other aspects of institutional governance. Full use is made of this vehicle for faculty participation and each of MxCC's six standing committees has several faculty participants. By contract, faculty also participate on promotion, tenure, and professional development/sabbatical leave committees.

MxCC has specific procedures for the recruitment, screening, and hiring of new full-time, tenure track faculty members. Once a position has received all necessary internal and/or external approvals, advertisements are placed in the Hartford Courant and numerous online websites such as Higheredjobs.com, Chronicle.com, Academiccareeers.com, Apnjobs.com, Adjunctnation.com, AAR-eeo.com, AACC.NCHE.edu, Ccollege.com, Educareer.com, Ujobbank.com, Hispanicoutlook.com, Wihe.com, Jobnet.league.org, Iamdiversity.com, Diversejobs.net, and Latinos in Higher Ed. The position is also posted on the Hartford Courant's online site, careerbuilder.com. The college uses the online sites of professional associations to recruit for specific disciplines. Announcements are sent to the organizations on the affirmative

action list, the 4Cs, and other state colleges and agencies. The Human Resources Office posts vacancy notices on the college's bulletin boards and website as well.

A search committee is formed including representatives from various constituent groups as specified in the governance plan. Faculty, professional staff, classified staff, and management are all represented on faculty search committees. We try to have student representation as well but we are not always successful in finding a student who can serve. The college's director of human resources briefs each search committee before the committee begins its work. The briefing describes screening and affirmative action policies and procedures, the appropriate timetable for the search, and the completion of required documentation.

Search committees are requested to forward the names of three candidates in unranked order to the dean of academic affairs and president who separately interview the candidates and together make a selection. Throughout the process, quality teaching, openness to improvement of pedagogy and learning outcomes, Board of Regents requirements, and affirmative action goals are kept uppermost in mind. An Affirmative Action Plan is on file and regularly reviewed.

The ratio between full- and part-time faculty skews overwhelmingly to the part-time. Adjuncts teach approximately 40% of the class sections taught at MxCC. The hiring process for adjunct faculty is handled primarily through the program coordinators and/or division chairs. Adjunct faculty receive intense scrutiny in hiring and they are held to the same standards as full-time faculty regarding their academic credentials. The only significant difference in the screening of prospective adjuncts is that they are screened by fewer people and do not have as many layers of interviews.

Each new employee is directed to the college's Employee Policy and Procedure Manual. This manual, which is updated annually, contains important information regarding college policies such as ADA and Affirmative Action grievance procedures, sexual harassment, smoking on campus, violence prevention, and weather cancellations among others; employment information such as attendance, employee records, job placement postings, and orientation for new personnel; wage and salary administration; employee benefits; communication systems such as bulletin boards, e-mail, voicemail, and the MxCC website; procedures and services including budget allocation, the acceptable use policy for computers/Internet, facilities reservation, and grant applications. Previously printed as hard copy, the manual is now available in electronic form on the college's shared network or "P" drive.

Both full- and part-time faculty are evaluated. The process for full-time faculty is somewhat more complex and, in addition to a classroom evaluation—similar to part-time faculty—contains a self-assessment by the faculty member, and pre-evaluation and post-evaluation discussions with the supervisor. The primary emphasis of the evaluation is classroom teaching. Student evaluations of faculty are also reviewed by division chairs and program coordinators and, in the case of adjuncts, figure into the decision as to whether 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. Other issues such as service to the college and community involvement are figured into promotion and tenure discussions.

MxCC has numerous opportunities for faculty and professional staff development. The college receives professional development funds from the BOR as a negotiated part of the 4Cs contract. The funds are equally available for academic support staff and for faculty. Faculty are made aware of the availability of professional development funds via an email sent to all faculty and professional staff at the beginning of the academic year. The funds, accessed by applying to the dean to whom one reports, can be used for attendance at conferences and workshops and to offset tuition costs for staff who are pursuing advanced degrees. The table below reflects the amounts received from the Connecticut Community College System/BOR over the past several years. We have every reason to believe these amounts will remain consistent over the next few years as well.

Fiscal Year	Full-time	Part-time
2012-2013	$25,046	$1,410
2011-2012	$29,385	$1,410
2010-2011	$26,919	$1,501
2009-2010	$24,485	$1,471
2008-2009	$24,681	$1,662

A small sample of the conferences/workshops attended by MxCC faculty in recent years includes:

- Graduate mathematics course in Discrete Mathematics at Wesleyan University, 2004
- Service Learning and Civic Responsibility Workshop, 2004
- Academic Chair Leadership Institute: American Council on Education, 2008
- Economy, Energy, and the Environment Workshop, 2009
- Building Apps for iPads and iPhones Seminar, 2010
- College Art Association Conference, 2011
- Geological Society of America Annual Meeting, 2011
- Gathering of Elders—Conference of Indigenous Native Americans, 2011
- Association of American Colleges and Universities Roadmap meeting, 2013
- Association of American Colleges and Universities Annual Meeting 2013

The college also provides some of its own professional development opportunities on campus. One way is through the Center for Teaching, a systemwide initiative with a systemwide Center for Teaching as well as a Center for Teaching located on each campus. The direct benefit to students of some types of professional development activities is easier to ascertain than that of others. Some of the faculty make presentations about their professional development experiences to the campus during a Community Period (a 50-minute time period around the lunch hour on Mondays and Wednesdays when classes are not in session) or during one of the

president's Brown Bag lunches. Although it is difficult to determine the direct value that students receive from faculty professional development of this sort, discussions with faculty about their experiences do reflect that faculty return to MxCC with new ideas that they say will be incorporated into their classes. Other types of experiences, such as the iTeach program for prospective online instructors, provide a clearer path from the development opportunity to its application in the classroom.

Middlesex Community College subscribes to the principles of academic freedom as developed by the AAUP. Although research is not as heavily emphasized as it is at four-year institutions, those faculty who do engage in scholarly research are free to focus on topics of their choosing without constraints. The more obvious expression of academic freedom is found in the development of courses where faculty are free to employ the teaching methodologies, the progression of course material, and, within certain parameters established by the learning outcomes, course content that in the faculty member's estimation facilitate learning.

Approximately eight years ago, the Connecticut Community Colleges adopted a common course numbering system. This is described further in Standard Four. Briefly, however, unless a course is a "unique," one-of-a-kind course, faculty do need to adhere to certain learning outcomes that are mutually determined by faculty throughout the system. Because of the need to keep learning outcomes similar from college to college within the system, faculty do not have complete freedom to fully determine their course content.

The college expects the highest ethical standards to be maintained by the faculty and professional staff in their dealings with students, administration, the public and each other. Policies regarding ethical conduct can be found on various websites including those of the State of Connecticut Office of State Ethics, and the Department of Administrative Services. A policy was also contained on the former Connecticut Community Colleges website. MxCC has made the policies easily available in the Employee Policy and Procedure Manual. Faculty and professional staff may avail themselves of the grievance procedures outlined in the collective bargaining agreement. Students also have grievance procedures available to them—as described in the college catalog—should they feel the need to formally question an assigned grade, the number of transfer credits received, or inappropriate behavior on the part of a college employee.

Appraisal

MxCC is in general compliance with the NEASC standard. The college abides by the collective bargaining agreement and most faculty feel that their salary and benefits are competitive for this region, that teaching assignments (including scheduling, number of preparations, courses) are fair, and that methods of evaluation are also fair. The System employs a very comprehensive faculty evaluation instrument requiring a self-appraisal on the part of the faculty member, a classroom evaluation of teaching conducted by the division chair, program coordinator, or other full-time faculty member, and a follow-up conference focusing on the evaluation results and professional development. Faculty are evaluated on their self-

motivation, ability to motivate their students, command of the subject matter, teaching techniques, and interpersonal skills. Because the evaluation process is so comprehensive it takes a considerable amount of time on the part of the chair or coordinator responsible for the evaluation. A concern raised by division chairs is their ability to evaluate online teaching. The college's dean of academic affairs came from a college within the system and in his previous role, participated in the development of new guidelines for the structure of online courses. He has been able to assume leadership in developing internal guidelines for "best practices" in online pedagogy and help chairs and program coordinators better evaluate online instruction.

The faculty evaluation form is critical to the promotion and tenure process. Criteria for both tenure and promotion are outlined in the collective bargaining agreement and include, for tenure, professional growth and improvement in service to the college, the usefulness of an individual's service, an acceptable level of proficiency of service, and the potential for continued service and professional growth. Promotional criteria from instructor to assistant professor include growth and demonstrated competence in teaching and related responsibilities; and from assistant professor to higher ranks also includes contribution to the college, growth and effectiveness in community service, professional development; and, for promotion to professor, effective academic leadership. One of the things we consider in promotion and tenure decisions is a professor's willingness to experiment with pedagogy in an attempt to improve instruction in both online and on-ground formats. The college encourages such experimentation and is happy to provide the latitude for faculty to engage in these endeavors without negative consequences should such experimentation not be as effective as believed at the outset.

In our 2002 self-study, the college expressed a concern that the full complement of faculty did not participate in the affairs of the college despite the many possibilities for doing so and despite having a mandated nine hours per week of "additional responsibilities" to use for such activities. This time, we are happy to report that the faculty appear to be more engaged and are eager to take on leadership roles. We still find that some of our governance committees are short of faculty members but it is not for lack of engagement. Several faculty recently piloted the college's transition from its former course management system, BlackBoard Vista, to the new system, BlackBoard Learn and used some of their nine hours helping other faculty with this transition. Some faculty have been mentoring new part-time faculty, others served as "champions" of the priorities of our recently developed strategic plan, and others are tutoring students in the College Learning Center. Several faculty have taken on leadership roles within the former community college system by developing courses such as "Investigations in Health Careers" which have been adopted by all 12 community colleges, or participating in systemwide work groups to implement the new Transfer and Articulation Policy. Some faculty serve as club advisors or take on extra teaching assignments in lieu of their nine hours.

The full and part-time composition of the faculty reflects the funding formula and the budget situation in the state of Connecticut. While we have been able to refill some of the full-time faculty vacancies caused by retirements and resignations, the college's needs are great and it is difficult to make the strides we would like to in the areas of academic advisement and student

success without a larger corps of full-time faculty. Because of our small size with limited full-time faculty, faculty rank is not a strong determining factor when it comes to service on governance committees or other task forces. All faculty are encouraged to participate in the life of the college and seasoned faculty are eager to mentor new faculty and guide them in their participation on college committees.

Although many students, primarily those in degree programs, benefit from good advisement, others do not. With only 39 full-time faculty serving as advisors to nearly 3,000 students it is difficult to provide every student with a beneficial advising experience. Please see Standard Six for a thorough discussion of academic advising. This situation will be mitigated somewhat when the college begins hiring new faculty to fill four vacant positions.

One of the areas in which the college has been particularly effective in recent years is in faculty and professional staff hiring. Perhaps equally as important as the process has been the seriousness with which search committees have engaged in this responsibility. The faculty selection process has been very effective in providing the college with knowledgeable faculty who recognize that classroom teaching and assisting students is priority number one. Because of the diverse nature of the college's program offerings, spanning the liberal arts and numerous vocational areas, faculty are naturally diverse in their educational backgrounds and training. Excellent hires have also been made within the professional staff ranks in recent years and this has contributed to the overall sense that the college is moving forward. Some thought has been given to some modifications to the search process, however. One is that some members of the MxCC community would like to see greater faculty representation on faculty searches to increase the expertise in the discipline being searched for. Another change would be to have the dean in whose area the search resides meet with the committee to deliver a charge at the outset of the search. This will provide more specific information to the search committee as to the nature of the responsibilities, qualities that might be especially desirable, or areas of expertise that might be useful. Finally, there is a sense that it has simply been awhile since the college received formal guidance about the search process regarding such things as resume review, discussion of applicants, interview questions, and hosting niceties.

President Wasescha has requested that search committees narrow their criteria regarding the discipline in which an applicant has earned a degree. This is meant to ensure that our faculty are truly experts in their field. Upon a review of faculty credentials she has discovered that some do not meet the standards she expects and she has requested these faculty to take additional graduate level coursework or assume an alternate assignment for which they are better suited.

It would be highly desirable to change the full-time to part-time faculty ratio by having more full-time slots but that possibility seems unlikely at the present time. The college strives to incorporate its adjuncts into the life of the college through twice-yearly adjunct faculty orientations, inclusion in division meetings, campus events, task forces, etc. An adjunct faculty member served on the NEASC task force until she was no longer able to serve for personal reasons.

TEACHING AND ADVISING

Description

MxCC faculty are diverse in their pedagogical practices. Thirteen full-time and 17 part-time faculty taught fully online courses in Spring 2013 and most of these faculty teach both on ground and online. Ninety-five percent of our full- and part-time faculty make use of BlackBoard Learn to post syllabi, course materials, and engage the students in discussions. As explained in more detail in Standard Four, the college offers self-paced courses, courses embedded with additional instruction to comply with PA12-40, a Transitional Year Program for students needing a smoother transition to college along with skill building, and is piloting an Honors Program for advanced students. Although the full-time to part-time faculty ratio is heavily skewed towards the part-time, our adjuncts provide students with a wealth of real world understanding of many issues that may seem only like theory to students. Even in our smallest programs students have a choice of instructor for most courses. And, it has been the college's practice for many years to have a single set of learning outcomes for each course, despite the fact that each instructor may approach the topic in his/her unique way.

The Center for Teaching sponsors several seminars and workshops each year on topics that are related to teaching. Some recent conferences and workshops sponsored by the MxCC Center for Teaching include:

- Best Practices Workshop – August 22, 2010 - Adjunct Professional Night workshop for professional development across the curriculum
- Café Series – November 5, 2012 – A special series of mini workshops geared towards faculty and adjunct faculty for professional development
- Instructional Skills Workshop – January 4, 7, 8 and 9th 2013 is a workshop designed to train faculty and adjunct faculty on various pedagogical teaching methods. The workshop showcases VARK (Visual, Audio, Reading, Kinesthetic) and David Kolb's learning styles, social styles and BOPPPS (Bridge in, Objective, Pre-assessment, Participatory activity, Post-assessment, Summarize)
- Adjunct Professional Night Workshops – January 22, 2013 devised to give adjunct faculty professional development in areas of technology, best practices and information on college-wide policies and procedures

The Systemwide Center supports numerous activities in which faculty participate. Some of these include the annual Barnes Seminar (eight MxCC faculty have attended in the past five years), a three-day retreat devoted to the improvement of classroom teaching; a service learning workshop; systemwide professional days; and a Spirit of Teaching workshop. As the college becomes increasingly pro-active in acquiring new technologies and, currently, the new course management system, BlackBoard Learn, and as expectations of faculty to use these technologies to enhance their teaching increase, the college has concurrently been providing training in the use of instructional technology.

MxCC has an advising system in place that is based on a faculty-as-advisor model. Program coordinators advise all students in their programs and students who are in our General Studies or Liberal Arts and Sciences programs are divided up among our general education faculty. Faculty are informed of their advising responsibilities during the interview process and questions pertaining to a prospective faculty member's advising experience are now asked more frequently during interviews.

Faculty and administration work together to support the academic integrity of the institution. This includes issues of academic dishonesty which, when they occur, are brought by faculty to the dean of students or dean of academic affairs, copyright issues with which the library staff and our system legal council provide assistance, or the student grade appeal process which goes through the dean of academic affairs.

Appraisal

Faculty enjoy the creativity and collaboration that such programs as TYP and the Honors Program encourage and, in the case of the TYP program which has completed its first year, are heartened by the results. The students produced a publication entitled *Reflections From Snow* containing student writing centered on the novel *City of Thieves.* The writing and level of thought show an increase in skill and maturity that was believed to be worthy of publication. Eighty-two percent of the participants enrolled in Spring 2013 are returning in the fall.

Scholarly achievement by students is encouraged as well and is evidenced by such publications as the *Pegasus* journal and *The Flying Horse* student newspaper, the student art show, poetry festival, public acting demonstrations by our theater students, and the newly formed Math Club and Mu Alpha Theta, the math honor society. Science students have opportunities to research and write papers although it is more difficult for these students to engage in laboratory research as our laboratories are in constant use by classes. Another concern is that our physical classroom spaces place limits on the amount of active and collaborative learning that can take place. Although faculty are eager to experiment, it is physically difficult to group students together when the chair/desk combinations are large, cumbersome, and all face the front of the room.

Scholarship, Research, and Creative Activity

As teaching is our primary focus, faculty at MxCC are not expected to conduct academic research. It is expected that they will stay current in their disciplines by accessing the professional development funds described above and will continue to address issues of pedagogy by, in part, participating in the variety of workshops offered at MxCC and in the system through the Center for Teaching.

Projection

1. The new human resources director will be developing a training program for search committees during the 2013-2014 academic year to provide more knowledge of and consistency in the search process.

2. The dean of academic affairs and the director of distance learning will provide training to division chairs and program coordinators in the use of evaluation tools for evaluating online instruction. All division chairs will be trained by the end of the Fall 2013 semester and those program coordinators who need to conduct evaluations will be trained by this time as well.

3. The dean of administration will, as finances permit, replace the current chair/desk combinations in most MxCC classrooms with newer furniture that facilitates collaboration among students and that will allow faculty to experiment with teaching in a way that supports active and collaborative learning. This will begin in the 2013 academic year and go forward as finances permit.

4. The college plans to involve adjunct faculty with the life of the college on a regular basis. Ideas include adjunct faculty mentoring, more academic advisor training for adjuncts with advising assignments, and invitations to serve on committees. These ideas and others will be discussed at a meeting of a task force on adjunct faculty development that will be appointed during Fall 2013 and which will convene during Fall 2013 as well. The Task Force will be under the supervision of the dean of academic affairs.

Institutional Effectiveness

MxCC evaluates both full-time and adjunct faculty on a regular basis through our faculty evaluation process. The college also relies on student evaluations to help us determine faculty effectiveness. Division chairs meet regularly with the dean of academic affairs to discuss issues of pedagogy, service to the college, and professional development needs. This information is then used to develop appropriate policies regarding the faculty's additional responsibilities and opportunities for professional development. The staff of the Records Office, students, and faculty themselves help us gauge faculty effectiveness in academic advisement. This is done by noting students who have been misadvised and the issues about which the misadvisement occurs. We address these issues by providing additional advisor training and sending global email clarifying certain aspects of advising or information about new programs. The college is currently reviewing all full-time and adjunct faculty qualifications to ensure that all faculty are teaching within their academic disciplines. Management and faculty will work together to ensure that all recruitment and hiring has this condition in mind.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

			3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty		?										
Professor	Male		9		10		11		11		11	
	Female		10		10		10		12		12	
Associate	Male		3		4		5		4		3	
	Female		4		3		3		3		3	
Assistant	Male		6		5		3		3		3	
	Female		2		2		4		3		5	
Instructor	Male		2		1		2		2		3	
	Female		4		4		5		3		4	
Other	Male		0	55	-	58	-	61	-	74	-	68
	Female		3	81	1	87	-	90	2	92	1	86
Total	Male		20	55	20	58	21	61	20	74	20	68
	Female		23	81	20	87	22	90	23	92	25	86
Total Faculty												
Professor			19	-	20	-	21	-	23	-	23	-
Associate			7	-	7	-	8	-	7	-	6	-
Assistant			8	-	7	-	7	-	6	-	8	-
Instructor			6	-	5	-	7	-	5	-	7	-
Other			3	136	1	145	-	151	2	166	1	154
Total			43	136	40	145	43	151	43	166	45	154
Salary for Academic Year			FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum		66,787		66,787		66,787		68,791		70,855	
	Mean		84,191		83,082		84,403		85,358		89,626	
Associate	Minimum		58,196		58,196		58,196		59,942		61,740	
	Mean		64,502		66,163		65,167		65,575		68,854	
Assistant	Minimum		51,520		51,520		51,520		53,066		54,658	
	Mean		56,623		55,894		52,978		56,562		59,390	
Instructor	Minimum		47,405		47,405		47,405		49,136		50,601	
	Mean		48,355		50,225		50,405		55,626		58,407	
Other *	Minimum		47,405	1,335	47,405	1,335	47,405	1,335	49,136	1,402	50,610	1,472
	Mean		47,355		47,705		N/A		50,332		50,610	

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

* Information is for Part-Time Lecturer; rate is per contact/credit hour taught; thus, the minimum for a three contact/credit hour course in the Fall 2013 semester is $4,206.

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

		3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
?		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		4		5		6		6		5	
Associate		2		1		1		3		3	
Assistant		1		1		2		3		3	
Instructor		2		2		3		1		1	
Other		1		-		-		1		-	
Total		10	-	9	-	12	-	14	-	12	-
Highest Degree Earned: Master's											
Professor		14		14		14		16		17	
Associate		5		6		7		4		3	
Assistant		7		6		5		3		4	
Instructor		4		2		4		4		6	
Other		2		1		-		1		1	
Total		32	-	29	-	30	-	28	-	31	-
Highest Degree Earned: Bachelor's											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total		-	-	-	-	-	-	-	-	-	-
Highest Degree Earned: Professional License											
Professor		1		1		1		1		1	
Associate											
Assistant											
Instructor											
Other											
Total		1	-	1	-	1	-	1	-	1	-
?											
Fall Teaching Load, in credit hours											
Professor	Maximum	18		18		18		18		18	
	Median										
Associate	Maximum	18		18		18		18		18	
	Median										
Assistant	Maximum	18		18		18		18		18	
	Median										
Instructor	Maximum	18		18		18		18		18	
	Median										
Other	Maximum	18	8	18	8	18	8	18	8	18	8
	Median										

Explanation of Teaching Load (if not measured in credit hours): Our "normal" teaching load for all ranks is 12 contact/credit hours/semester, with 3 contact/credit hours of "Additional Responsibilities" (AR's); but a faculty member MAY teach a course in lieu of AR's, and may also teach one course for additional pay -- on that basis, 12+3+3 = 18 contact/credit hours maximum teaching

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

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor					1					
Associate										
Assistant	1						1		3	
Instructor	4				3		1		2	
Other							2		1	
Total	5	-	-	-	4	-	4	-	6	-
# of Faculty in Tenured Positions										
Professor	15		19		21		22		22	
Associate	4		4		4		2		3	
Assistant	1		1		1		1		1	
Instructor	0		-		-		-			
Other	0		-		-		-			
Total	20	-	24	-	26	-	25	-	26	-
# of Faculty Departing										
Professor						1				
Associate										
Assistant						1				
Instructor							1			
Other	1		1							
Total	1	-	1	-	-	2	1	-	-	-
# of Faculty Retiring										
Professor	2				1		1			
Associate	1									
Assistant	1		1							
Instructor										
Other										
Total	4	-	1	-	1	-	1	-	-	-

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

Standard 5: Faculty

(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
BUSINESS*	4	16	4	16	4	7	4	7		
HUMANITIES	14	55	12	57	13	58	13	63		
MATHEMATICS	6	15	6	16	6	19	4	20		
SCIENCE, TECHNOLOGY	11	17	11	17	12	35	14	39		
ALLIED HEALTH, etc.										
SOCIAL SCIENCES	8	29	7	34	8	27	8	34		
* In 2012, computer science was moved to Science										
Total	43	132	40	140	43	146	43	163	-	-

Standard Six: Students

ADMISSIONS

Description

Middlesex Community College enrolls students seeking associates degrees, certificates, continuing education coursework, workforce training, lifelong learning, and some who are underprepared for college level work. Our primary service area includes 18 towns that span central to south central Connecticut although most of our degree seeking students come from Middletown and Meriden (41.5%). The 2012 and 2010 headcounts were two of the highest in the colleges' history.

In Fall 2012 we received 933 applications and accepted 98.6% of these students. Of those, 63% enrolled. These figures are fairly consistent from year to year and have only diverged by a few percentage points up and down over the last several years. The admissions process involves five steps that are presented on our web site and in our printed enrollment guide.

MxCC seeks to admit students of all age groups and traditionally has focused on the recent high school graduate and the 22-50 year olds who might be changing careers, who were laid off from jobs, who married and never attended or never finished college, etc. This year, as a result of grant funding for the Plus 50 Encore Completion Program through the American Association of Community Colleges, MxCC is planning to specifically target students who are 50 years old and older. We will provide occupational training in the fields of healthcare, social service, and education leading to the completion of a degree or certificate that will be valuable in the labor market. This year the college is also piloting an Honors Program for which we are seeking students with specific academic qualifications. Twenty-five students would constitute a full cohort of honors students and through the honors program, enroll some students who would otherwise have chosen to attend college elsewhere. The college is also seeking to attract students through a "Take 5" campaign. Take 5 is our way of reminding prospective students that due to the system's tuition policy, students can take five classes for the same tuition cost as four classes. By taking five courses, a student can complete his/her program in two years and save money as well. Further, as a full-time student making rapid progress towards a goal, these students will be more likely to graduate. Otherwise, our marketing strategies attempt to attract students from a diversity of backgrounds, ages, and experiences. Some of our programs, such as Radiologic Technology, have a competitive admission process for a limited number of slots. However, for the most part, the students applying are not pre-identified or recruited to the programs we offer.

Students are evaluated for course placement using the Accuplacer exam, SAT scores, and/or ACT scores. It is not unusual for students to place into either a developmental reading, writing, or math course, or a combination of two or more. In Fall 2012, 57% of new students enrolled in at least one developmental course and 26% of all students enrolled in developmental courses. In terms of credits sold, 13.5% of all credit was developmental and over the past 6 years, 13%-18% of credit sold has been developmental.

Until the implementation of PA12-40 in Fall 2014, the college will continue to offer two levels of developmental course work in English and math. As of Fall 2014, however, we will no longer be able to offer the lowest level of these developmental courses. Although we may see an impact on our enrollment numbers as the new law takes effect, many initiatives to address the proficiency gap are being implemented that will enable us to serve our community and guard against an enrollment decrease.

Appraisal

Several changes have been made to the admissions and enrollment process over the last few years. Self-service kiosks have been set up on both the Middletown campus and Meriden Center to allow students to access the online application, their MxCC records if they are a current student, and our Banner system to aid in the registration process. Streamlining the flow of students through various stations (Records, Advising, Financial Aid, Business Office) has also helped improve this process. During the Fall of 2012 we altered our format for registration by allowing a rolling registration period, as opposed to specific registration days, and we directed students to faculty offices for advising. Although we continue to tweak this process, it has addressed some of our past challenges.

As the number of high school graduates begins to decline and as the college moves in a more conscious way toward the concept of "enrollment management" our recruitment methods are likely to become more intentional. The college will be hiring a new admissions director in the coming months and program coordinators are taking more responsibility for recruiting students. Presently, most of their recruitment activities focus on high school students. However, the program coordinators are beginning to work collaboratively with others at the college to begin more purposeful recruiting of displaced workers, recently returning veterans, and older students through the "Plus 50" program.

Beyond developmental education, we work to achieve student success through the advising program. After the last NEASC review, the college appointed an academic advising coordinator from among the faculty. The coordinator, whose responsibilities were only nine hours per week, conducted two faculty development training sessions per year and developed advisor training specifically for new and adjunct faculty. These training sessions ranged in topic from presentations on advising strategies and working with students, to updates on new courses, programs, and changes to requirements that would affect our students and their academic plans. After about six years we discontinued this practice as we did not feel it was as effective as we would have liked nor did we have a faculty member willing to serve in that capacity. To address this the college will research and acquire academic advising software which will enable us to create an advising record for each student and track their progress regardless of who is advising them at that moment. Recently, the college was granted permission from the BOR to appoint a full-time director of academic advisement.

RETENTION AND GRADUATION

Description

MxCC's retention specialist, disabilities coordinator, and College Learning Center allow us to admit students with varying skill levels and provide them with the services that will help them succeed. The College Learning Center provides tutoring for students in math, English, and additional subject areas based on student need and the availability of tutors, most particularly in chemistry, biology and anatomy and physiology. Several faculty from different departments allocate some of their assigned time to the tutoring center. During the Fall of 2011 and 2012, a total of 1615 hours and 1697 hours of tutoring were logged in the campus tutoring center, respectively. In 2012, this included over 120 students tutored for English (633h), 138 for math (645h), 73 for sciences (397h) and several students in other subject areas. At our Meriden Center, which has its own learning center with a full-time staff supervisor and part-time tutors, tutoring services accommodated a low of 64 students in January to a high of 264 students in April during the 2012-2013 academic year. Library staff assist students on campus and the Meriden center with research papers and access to resources. The college also employs a full-time computer lab assistant for students needing help with computer and accounting courses.

The English and Math Divisions have worked hard to create alternatives to enrollment in traditional classes for those students who place into developmental courses. These include linked courses, learning communities, a Transitional Year Program, and self-paced courses. These were described fully in Standard Four.

MxCC employs a full-time retention specialist whose job it is to meet individually with students who are having academic difficulty in an attempt to discern the source of the difficulty and work with the student to overcome it. The retention specialist also provides workshops on a variety of study skills topics such as note taking skills, time management, etc. She divides her time between the Meriden Center and the Middletown campus so all students have an opportunity to meet with her.

MxCC tracks fall to spring, fall to fall, and spring to spring retention rates. We also track and analyze three-year graduation rates, transfer rates, and still enrolled rates. The college combines these to determine what we believe is more reflective of an overall success rate. (These data can be found in Appendix VI, Institutional Dashboard.) The Fall 2012 SENSE data indicate that 81% of entering MxCC students plan to transfer to a four-year college or university. Based on anecdotal evidence and graduation rates, we know that many will transfer before completing an Associate's Degree. We do keep track of student success for the programs with an outside form of accreditation through the testing that these students take for certification in their fields. These include such programs as Radiologic Technology, Ophthalmic Design and Dispensing, and, when we graduate the first class, Veterinary Technology.

At its spring Planning and Assessment Day the college established new goals for retention and graduation as follows:

- Increase graduation rates to 16% by 2015 (currently at 12.7%)
- Increase graduation rates to 25% by 2020 (currently at 12.7%)

- Increase fall to fall retention rates to 60% by 2015 (currently at 58%)
  (All MxCC students = 50%)

These goals were developed by the president and discussed and accepted by the college community. The establishment of such goals accomplishes two things: one, to have a target for the college to reach for where no such target previously existed; and two, to prepare for the eventuality that more and more of our funding will be performance based.

Our rates of college level course completion have been increasing from a low of 62.7% to a current rate of 72.6%. This increase may be due to better advising, the offering of new courses that better address the needs of students, and new pedagogical techniques. Self-paced courses in developmental English and math, for example, may increase the likelihood that students will complete the course as they can focus on those modules that give them the most difficulty.

The college's director of institutional research collects and disseminates information concerning our students and the college in general. These data are presented to faculty and staff several times throughout the year and a college "dashboard" has been developed to provide a clear and quick overview of some of the important data that inform our decisions.

Appraisal

Since the arrival of our current president, the use of data to inform our decision making in student services and all areas of the college has become more routine. It has been the college's practice over the years to administer surveys such as the CCSSE, SENSE, or others noted in Standard 2, but it is only in the past two years that the college community has regularly focused on the results of these surveys and used the data for planning purposes. In the area of student services our review of the SENSE data helped the college with its recent restructuring of the area. The reorganization was, in part, a product of a retirement, two resignations, and budget rescissions that resulted in the closure of the MxCC Preschool. However, the reassignment of two preschool teachers to the Student Success Team (SST) and the reassignment of other SST staff to new positions were the result of data analysis which showed that the college needed to pay more attention to academic advising, disability services, and student retention services. The college is now able to provide students with a full-time disabilities coordinator, a coordinator of campus employment and social services, and, soon, a director of academic advising. These staff members work at both the Middletown campus and the Meriden Center in order to provide all MxCC students with an opportunity to access needed services. We expect that these increased services will result in improved student retention. Specific plans for tracking improved retention are discussed in the Projection Section. We are particularly interested in evaluating the results of the work of the coordinator of campus employment and social services. This person will be responsible for coordinating on-campus work opportunities for students who are on college work study and those who are not but need campus employment to help them stay in college. It will also be her responsibility to connect students with social service agencies in situations where something like hunger, lack of heat, or medical issues may prevent students from being successful.

Sometimes it is difficult to obtain needed data. MxCC serves students from other colleges who

take only a couple of classes at the community college, students who wish to take a small number of specific courses for employment purposes, and students who intend to earn a degree but find program-related employment before they complete their coursework. While it is difficult to track and quantify the success of these students many faculty have anecdotal examples of students they advise whose goals did not include completion of an associate's degree. Once these students do successfully transfer or obtain employment we lose track of them and have not been able to develop a workable system for capturing the number who have succeeded in this goal.

STUDENT SERVICES

Description

Recently, the student services area—now called the Student Success Team (SST)—underwent a major reorganization. The SST comprises the areas of Admissions, Records, Financial Aid, Academic Advising, College Employment and Social Services, Retention Specialist, Disabilities Services, Career Development and Counseling, and Student Activities. These services are designed to provide students with a high degree of support and attention to individual needs in their pursuit of academic achievement and professional development. Each has its own mission statement or in the case of College Employment and Social Services, just added in Fall 2013, has a mission statement in the development stage.

The College Learning Center provides e-tutoring as well as on-ground tutoring so that all students can take advantage of either method of accessing extra help with coursework. The college recently reassigned the student activities coordinator to the retention specialist position as it was believed that this was where the greater emphasis needed to be. The student activities function was assigned directly to the dean of students. Student activities offers a wide variety of social, cultural, recreational, leadership, and special activities to assist students in their life outside the academic classroom and enrich the campus community. Our services and programming create a welcoming environment where students can meet other students, faculty, and staff; gain hands-on leadership experience; explore personal and career-related interests; and have fun.

Middlesex has a student senate that fluctuates in the number of students actively involved. Nearly all college committees request student participation although it is very difficult to incorporate regular student involvement given the characteristics of our student body. The college is trying to generate more interest in and demand for student organizations and clubs and several new ones have formed in the past two years. Some of the more recently-formed clubs include the Creative Writing Club, Computer Club, Math Club, and the Mu Alpha Theta Honor Society for math. An interdenominational prayer club and a robotics club are in the process of being formed.

Students with physical disabilities and/or learning disabilities who may require accommodations are encouraged to contact the Disabilities Support Office. The coordinator of disability services will notify faculty of the appropriate accommodations for any student with a documented learning or physical disability.

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 applications 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. In addition, all currently enrolled students are sent a message via MyCommnet to remind them to reapply for aid for the following 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 without delay so that students get the information they need. The college uses August 1 and December 1 as the "priority application" deadline for the fall and spring semesters. However, the Financial Aid Office continues to accept, read and evaluate need analysis data, perform verification of data, and send award notifications throughout the year. A limited amount of financial aid is available in summer, as well.

All students requesting a student loan are required to attend a one-on-one-entrance counseling session with a professional staff member each time they apply for a loan, regardless of previous loan borrowing. A thorough explanation of loan terminology, borrowing, repayment, and consequences of default are discussed. Direct Loan publications are given to students at that time. In addition, the staff scrutinizes the academic transcript and level of student loan debt before authorizing the certification of loan applications. This effort is carried out to discourage needless borrowing by students who were not performing well academically thus reducing the propensity toward default. Prior to loan disbursement, the Financial Aid Office ensures that students are in attendance and making satisfactory academic progress via a written verification form signed by faculty.

A description of the services available to students is available on the college web site. We hold New Student Orientation in the Fall and Spring at both the Middletown campus and Meriden Center and post related information on the college web site.

All student services staff are hired based on relevant qualifications for their position and undergo evaluation by their supervisor. Many were hired with the master's degree and several staff members earned their master's or doctorates during their employment at MxCC.

All campus facilities have been in a state of ongoing renovation for the past several years including student service offices and facilities. The Student Lounge has been renovated as were the Records, Admissions, and Financial Aid Offices. Founders Hall, the main administration

building, is undergoing additional renovation to make it even more student-friendly. A student services corridor is being developed that will incorporate all student service offices and will also include the Office of the Dean of Students. Further, within the Records and Admissions Center, a One-Stop is being created that will allow us to provide more efficient service to students. All student affairs professionals are expected to act with honesty and integrity although the college does not discuss this on a regular basis. MxCC is fortunate that the majority of student complaints received by members of the faculty or the administration do not involve ethics on the part of the faculty or staff. However, all complaints, regardless of their basis, are investigated and appropriate action taken to remedy the situation. The college catalog contains clear descriptions of the Policy on Student Conduct, Student Rights, the Grievance Procedure, and Review of Academic Standing and methods for addressing concerns. More information on addressing concerns is provided in Standard 10.

The records office maintains policies on the protection of student records and the security of those records for as long as they are held by the college. The college strictly adheres to FERPA standards which are explained on the college website and in a printed brochure for students.

Appraisal

Middlesex Community College has long prided itself on its provision of service and support to students. Faculty and staff are easily accessible in person and through email and are willing and eager to help students succeed. It is expected that the new One-Stop being created in the Admissions and Records area will allow us to provide even more efficient service to students.

The college's governance charter specifies that each unit of student services be evaluated by the Program and Services Evaluation Committee on a rotating five-year basis. Although some service areas have undergone this evaluation, not all have. Additionally, the PSEC's workload has grown over the years and the College Council is reviewing a proposal to look at alternative processes for internal evaluation of service areas. For the time being, the members of the Student Success Team are undertaking assessment activities within their offices and the results are being discussed in individual meetings with the dean as well as in monthly SST meetings.

The college would like to make new student orientation mandatory for all students although we understand the difficulty in doing this. To facilitate student participation in orientation we plan to develop an online orientation that would be available to all students and would be directed especially to those students who are unable to participate in an on ground orientation.

Although issues of ethics have not been discussed with regularity within the student services area, the college believes that a semi-annual reminder of good ethical practices and some professional development opportunities would help to maintain awareness of ethical issues.

Projections

1. Beginning in Fall 2013, the dean of students will disseminate a semi-annual reminder about ethical principles and practices which will guide the Student Success Team. This

notice will be delivered to Team members at the beginning of each fall semester at the annual Student Success Superteam meeting. At the beginning of each Spring semester the dean of students will send all SST members a written reminder to be mindful of ethical practices.

2. The dean of academic affairs has begun and will continue to assign more full-time faculty to introductory courses to enable most first-time students to study with a permanent faculty member immediately upon starting college. It is believed that early connection with full-time faculty will help improve retention rates.

3. The college's new director of academic advising will revamp the advising process to incorporate the following elements:
   a. Assigning Meriden Center students to advisors who work in the Meriden Center including faculty and staff;
   b. Assigning students, to the extent possible, to a faculty advisor whom the student has as a professor during his/her first semester at MxCC.
   c. The college will select software to facilitate the student advising process and train all faculty and staff in its use. This should enable us to better track our students and encourage greater student/faculty interaction and accuracy in the advising process.
   d. Developing and maintaining an online advising site to enable students to obtain answers to common questions on line.

   This action step will be undertaken beginning in Fall 2013 and will be ongoing.

4. The director of admissions will develop a more intentional enrollment management plan. The plan will include a determination of populations that should be recruited based on academic discipline, age, skill level, etc. This action step will be undertaken in Fall 2013.

5. The dean of students will conduct a review of orientation for the purposes of a) developing an online orientation, b) determining more effective ways of orienting new students to the college, and c) achieving greater attendance at orientation. This review will be undertaken during the Spring 2014 semester.

6. The retention specialist, disabilities coordinator, and coordinator of campus employment and social services will be charged with tracking the students they see and, with assistance from the director of institutional research, determine whether the students have been retained from semester to semester. This will begin in Fall, 2013.

Institutional Effectiveness

More than at any time in the past, the student services area is using data to determine its effectiveness and areas where change would be most valuable. In particular are the CCSSE and SENSE surveys which have been especially useful in helping us address issues of academic advisement and a student's experience during his/her first several weeks at the college.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Induding Continuing Education

		3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year (FY 2014)	Next Year Forward (goal) (FY 2015)
Freshmen - Undergraduate	?					
Completed Applications	?	994	922	933	954	1,026
Applications Accepted	?	984	888	920	929	1,012
Applicants Enrolled	?	606	567	579	566	708
% Accepted of Applied		99.0%	96.3%	98.6%	97.4%	98.6%
% Enrolled of Accepted		61.6%	63.9%	62.9%	60.9%	70.0%
Percent Change Year over Year						
Completed Applications		-	-7.2%	1.2%	2.3%	7.5%
Applications Accepted		-	-9.8%	3.6%	1.0%	8.9%
Applicants Enrolled		-	-6.4%	2.1%	-2.2%	25.1%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
N/A						
Transfers - Undergraduate	?					
Completed Applications		759	655	717	713	790
Applications Accepted		751	631	707	692	780
Applications Enrolled		480	455	485	472	585
% Accepted of Applied		98.9%	96.3%	98.6%	97.1%	98.7%
% Enrolled of Accepted		63.9%	72.1%	68.6%	68.2%	75.0%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree - All Program	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

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

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Induding Continuing Education

			3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year (FY 2014)	Next Year Forward (goal) (FY 2015)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	558	555	530	533	572
	Part-Time Headcount	?	772	720	818	900	945
	Total Headcount		1,330	1,275	1,348	1,433	1,517
	Total FTE	?	773.2	755.3	774.9	817.6	837.0
Second Year	Full-Time Headcount		628	544	559	556	578
	Part-Time Headcount		994	1,057	1,030	916	953
	Total Headcount		1,622	1,601	1,589	1,472	1,531
	Total FTE		939.9	914.3	922.3	894.9	996.0
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Undassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		1,186	1,099	1,089	1,089	1,150
	Part-Time Headcount		1,766	1,777	1,848	1,816	1,898
	Total Headcount		2,952	2,876	2,937	2,905	3,048
	Total FTE		1,713.1	1,669.6	1,697.2	1,712.5	1,833.0
% Change FTE Undergraduate			na	-2.5%	1.7%	0.9%	7.0%
GRADUATE		?					
	Full-Time Headcount	?					
	Part-Time Headcount	?					
	Total Headcount		-	-	-	-	-
	Total FTE	?					
% Change FTE Graduate			na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			2,952	2,876	2,937	2,905	3,048
Grand Total FTE			1,713.1	1,669.6	1,697.2	1,712.5	1,833.0
% Change Grand Total FTE			na	-2.5%	1.7%	0.9%	7.0%

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

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

http://mxcc.edu/Content/About_the_College_1.asp

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
? **Student Financial Aid**					
Total Federal Aid	$3,529,182	$4,128,158	$4,365,215	$4,352,531	$4,769,000
Grants	$2,713,525	$3,355,739	$3,533,685	$3,584,901	$4,000,000
Loans	$668,751	$610,867	$657,259	$587,929	$590,000
Work Study	$146,906	$161,552	$174,271	$179,701	$179,000
Total State Aid	$549,493	$583,402	$476,325	$467,847	$337,000
Total Institutional Aid	$532,693	$777,784	$835,629	$807,434	$850,000
Grants	$532,693	$777,784	$835,629	$807,434	$850,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$44,232	$39,602	$81,290	$36,360	$40,000
Grants	$38,125	$39,602	$68,769	$29,760	$40,000
Loans	$6,107	$0	$12,521	$6,600	$0
Student Debt					
Percent of students graduating with debt*					
Undergraduates					
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates					
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
	FY2007	FY2008	FY2009	FY2010	DRAFT FY2011
Cohort Default Rate	16.2	11.8	12.7	13.4	9.7
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	1%	1%	2%	2%	0%
English (reading, writing, communication skills)	29%	31%	31%	26%	29%
Math	28%	19%	22%	17%	17%
Other					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

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

Standard Seven: Library and Other Information Resources

Description

The Jean Burr Smith Library revised its mission in 2007 to be compatible with the college Mission statement and to reflect the ever changing nature of librarianship and information technology in higher education. It states "The Jean Burr Smith Library supports activities that are integral to the college's mission. To this end, the mission of the library is to support teaching and learning for Middlesex Community College's on-campus and distance learning programs by providing a proactive and customer focused service, and to nurture an environment that promotes rigorous academic inquiry and lifelong learning among a diverse population." The library provides support to the college's academic programs in a variety of ways, enabling a lifetime of learning for its diverse communities.

Under a new director, the library re-envisioned its role after the 2002 NEASC visit. This demonstrates the culture of the library as a progressive facility that works to anticipate innovation as well as to respond to existing needs. Through extensive discussion, the theme of "Reinventing the Library" emerged as a shared vision that has become the guiding force for the library's strategic planning. The director of library services is advised by the Library Advisory Committee, the library staff, and the dean of academic affairs as the director establishes policy and plans strategies for the library's future. The library's strategic goals and objectives are tied to the priorities of the college's strategic plan. They are updated annually and provide a guide to the development of the library's services and operations over the near and long term.

RESOURCES AND ACCESS

Description

The director annually requests funding for library materials to support all programs, with special emphasis on accredited programs and purchasing titles directly requested by faculty. Annual expenditures pay for various needs, including books, audiovisual materials, periodical subscriptions, electronic databases and supplies, as well as the consortium costs and the library information system annual maintenance fee. The college has always managed to provide adequate funding for the library's operation in spite of the financial difficulties of the past years.

The library offers students, faculty, and staff various services, computer access, and study space. Members of the community also enjoy borrowing privileges and have access to computers with Internet. The library is home to the Pegasus Gallery. Although not dedicated for library use, the Gallery does bring more visitors to the library. Services for students, faculty and staff include information literacy instruction, reference, circulation, course reserves, interlibrary loan, copyright guidance, assistive technology, and technical support. The operating hours for the library are Monday through Saturday (61.5 hours) during fall and spring semesters, and Monday through Friday (48.5 hours) during summer sessions. Circulation and reference services are available in-person during all open hours. Reference assistance is also available by phone and email.

The look and content of the library's website is ever-evolving, incorporating many "Web 2.0" features. It is fully accessible through the library's website and MyCommnet via a dedicated library tab. The library also has a mobile website from which students can obtain extensive information easily with their own mobile devices. All of the library's electronic resources are available 24 hours a day, seven days a week, including research databases; streaming video; electronic reference; research support tools; and interactive forms to submit questions, request interlibrary loans or renewals, and for faculty to schedule library instruction. Within the BlackBoard course management shell of each class offered at MxCC, the library provides an online self-paced information literacy course as well as direct links to research support tools.

The library functions within the Connecticut Community Colleges' network and is a member of the LIBRIS consortium, an Ex Libris Voyager Information System, which is shared by the twelve community college libraries. The library is also a member of iCONN, the Connecticut Digital Library system. It provides members with a host of valuable services and information resources, including cataloging and interlibrary loan, through its electronic database called "reQuest," and free access to full text electronic databases. In addition, the library belongs to OCLC, a nation-wide organization which provides cataloging and interlibrary loan services.

The library has seen several improvements to facilitate academic inquiry since the last accreditation visit. In the summer of 2008, thirty new computer workstations were installed with access to the Internet, MS Office Suite, and several software programs associated with courses offered by the college. These computers were replaced with newer models in summer 2012. A slide-viewing room was converted to an Assistive Technology Center in October 2010 with several special software programs installed on a computer, as well as other adaptive equipment and furniture for visually, hearing, and physically challenged students. The library just launched a netbook lending program and also offers group study rooms with computers, an area dedicated to consulting one-on-one with students on more involved research questions, two new resource centers for "Career and Job Resources" and "Writing and Research" as well as wireless access.

A dedicated information literacy student classroom was also constructed and completed in Summer 2011 in the area previously used for print reference. The room is fully equipped with instructional technology and holds an instructor workstation and 25 student workstations enabling hands-on practice of concepts learned during instruction. When library instruction classes are not in session, the room serves as an overflow area for computer users. The library received a $10,000 grant, which provided for two collaborative computer workstations (C-PODS) for group projects and a third was recently added to meet student demand.

The library is organized into five traditional areas: circulation, reference and instruction, technical services (acquisitions, cataloging and material processing), systems (library information systems & website), and management. There are 3.8 full-time equivalent librarians including the director, and 1.5 full-time equivalent professional support staff. A full-time library associate retired May 2010, and was replaced by a half-time library assistant due to the

college's budget reductions. The library also employs 3-4 student workers who represent 1-1.25 full-time employees. All library staff meet the job requirements as specified by ConnSCU. Each library staff member works across functions. To manage the rapid change in the field, the library has regularly redefined positions, moved assignments from one area to another, redesigned processes, and retrained the staff. These efforts have enabled the library to meet the challenges and the needs of the staff and the new generation of students within new budget guidelines. The principles the director applies to guide the overall administrative work include a structure for quick decision-making and implementation, full trust between director and staff, encouragement of staff to learn and share knowledge, and involvement of all staff when making critical decisions.

Members of the library staff have taken advantage of a variety of opportunities for on-the-job training and workshops, conferences and other professional development. Over the past 5 years, professional development activities totaled 427. Library staff members are encouraged to organize individual professional development plans in this context. Webinars are extremely popular at very little or no cost. The library receives annual allocations to help defray the cost of professional development. Funds are also available in accordance with the 4C's collective bargaining agreement.

The Library Advisory Committee was reorganized in Fall 2003. It has been a critical component in the library's management and operation. The committee, comprising representatives from academic divisions, major departments, Student Senate, library retirees, library staff, and local public libraries, advises the library in matters relating to resources and services and serves as a channel of communication and liaison between the library and its users. The Committee also serves an important function as an advocate for the library. At its semester meetings, the library director and staff members give reports on their achievements, and provide updates of new resources and services and invites comments and suggestions from committee members. The library established a "Friend of the JBS (Jean Burr Smith) Library" program in 2010 to formally recognize a faculty or staff member who is an outstanding supporter of the library.

The director reports to the dean of academic affairs, while all library staff report to the library director. The library works closely with the faculty through a variety of mechanisms. Through the Library Liaison Program a librarian is assigned to each academic division to work with faculty in building curriculum-based collections. Liaisons also assist faculty in library instruction and information literacy in accordance with goals established in the Information Literacy policies. This outreach to the various academic divisions via emails, e-newsletters, and division meetings, has strengthened the relationship with the faculty and provided a more structured input from the faculty for the library's collection development and generally raised the library's visibility in the college.

The Meriden Center serves approximately 600 credit students (about 20% of the total MxCC population) and the library has been working with Meriden Center staff to support the center's development. Although there is no library staff stationed at the Meriden Center, the library is vigilant that services and resources available to students on the main campus are available to

Meriden students. The expansion of the center in Fall 2012 brought needed changes, including a Learning Lab, where a lending library resides. A full time professional manages the Learning Lab, and oversees the operation of the lending library. A $3,000 grant equipped the library with a circulation workstation of the Voyager Information System, and a few netbooks to circulate for students who do not have access to computers at home. Resources available at the center include textbooks and faculty-placed reserve materials, collections of DVDs (for both academic and recreational use) and literary reading materials. Other services are also available, such as basic research help, intercampus loan of physical materials, and all the electronic resources and materials noted above. Librarians from the main campus visit classes in computer labs at the Meriden Center to teach information literacy skills. Library staff visit the lending library multiple times each semester to solicit students' needs. Since students also visit the Meriden Public Library to do their research, MxCC librarians have met with the librarians there to discuss how best to work with the students; that is, how to show them where online resources are located and what skills are taught within information literacy classes.

The library strives to provide a balanced collection to support the curriculum and learning. The Collection Development Policy was updated in 2005 and revised in 2008 and 2012. It is aligned with the library's mission statement and strategic plan. Anchored by the library's Collection Development Policy, the acquisition and deletion of library resources are accomplished through procedures and activities that foster dialog between faculty and librarians. The liaison librarians work with instructors to ensure that appropriate library materials are purchased to support their classes. When considering a major collection purchase such as an academic e-book collection or streaming video service, the library asks faculty for their opinions on possible use in their division. The library also sets up product trials (if available) in order for faculty to utilize and evaluate before the final purchase.

The library collection includes about 79,000 volumes, 112 print periodicals and 6 newspapers. The cataloged collection is comprised of over 44,000 print books, 2,200 audiovisual materials, and 89 art prints. The library started an electronic book collection in 2004, expanded to 2,000 titles in 2008, and to 33,000 in 2013. All are easily accessible 24/7 through the library's online catalog. Print reference items were replaced by virtual reference databases, with a small portion interfiled with circulating items. The library houses a reserve collection of assigned class readings and other supplemental materials designated by instructors for their students' use. In FY 2013, reserve materials supported 143 courses with 451 items. Interlibrary loan is a vital service, comprising 7.2% of our total circulation. It serves to supplement the library's own collection and to supply materials reciprocally to other libraries. For the past several years, the library has allocated its materials budget to purchase new titles, adding currency to the collection. As a result, materials were added in the subjects of health, life sciences, social sciences, and technology. Meanwhile, attention has been given to the acquisition of media materials requested by faculty in their respective discipline as well as items for recreational use. Despite the enormous availability of electronic resources, the circulation statistics still show a healthy increase. The number of circulated items in FY 2013 (8998) almost doubled that of FY 2004 (4661).

The library's acquisition of materials has moved steadily from print to electronic resources from 20 databases in 2003, to 38 databases with 18,600 unique full-text e-journals in 2013. The library paid for 16 databases and 22 are provided by iCONN, the State-funded digital library. Decisions on cancelling databases are based on usage statistics. This review has allowed some critical electronic resources to be added, including PsycArticles, ScienceDirect's Health and Life Sciences Collection, Literacy Reference Center, and Serials Solution's 360 Link. A new streaming video service, Films on Demand, added in the Fall 2011, allows faculty and students to enhance their visual literacy skills. Full text article retrievals were about 50,500 in FY 2013.

Library staff members serve on a wide range of college committees. Additionally, staff members engage in activities that take them into communities beyond Middlesex. The Library is a center for cultural and community activities. Significant projects and programs include an international partnership program with a sister college in China, publishing a book entitled *The American Community College Student Experience* (2008); *Soul of a People: Writing America's Story*, a project with significant involvement of several departments and community groups funded through the National Endowment for the Humanities (2009); *Greening Our Valley* with participants from 18 local public libraries (2009); *Soup Stories*, a collaborative project involving Human Services and humanities students, faculty, library staff, and guests of the St. Vincent de Paul Soup Kitchen (2011); monthly Book Club discussions led by a librarian; and an ongoing exhibit program. In addition, the library holds Community over Coffee every semester, usually with a theme, to create a welcoming social event for students, faculty and staff.

Appraisal

The library has actively sought out institutional partnerships. The strong collaboration with the Information Technology Department and the Business Office has resulted in a new library classroom, technology improvements, computer upgrades, updated student environments, and expansion of instructional technologies. The library and Distance Learning department have worked together to offer social media and mobile technology training courses for MxCC faculty and staff as well as members of the Middlesex Institute for Lifelong Education (MILE).

Outreach to sister libraries is strong. Faculty and staff now have borrowing privileges at Wesleyan University. The Russell (Middletown) and Meriden Public Library directors sit on the library's Advisory Board, and MxCC library staff work closely with their staff on ideas for services and programs to benefit the communities.

A vibrant and resourceful library is but one factor in improving student retention and graduation rates. Library staff fully participate on a variety of student-focused campus committees (Student Development Committee), task forces (First-Year Transitional Task Force), work teams (providing research materials for teaching across the curriculum via the Sustainability Team), and college forums (campus-wide Strategic Planning) to engage themselves in various activities to help drive student retention and graduation rates forward.

The 2002 NEASC report noted a significant decrease in student use of the library. Over the past ten years, the library has undergone a very successful "reinventing the library" campaign, making the facility more visible and attractive to students, faculty and staff. As a result of the campaign, a new public services desk with combined services of circulation and reference was implemented. The Library Advisory Committee was reorganized. The faculty-librarian liaison program was strengthened. A DVD collection was established as well as a popular book leasing program. Library signage was improved. The library has started to hold a monthly Book Club discussion and, since 2004, a semester "Community over Coffee" event. As a central resource supporting the entire curriculum, the library promotes an appreciation for, and understanding of, diverse races and cultures through its rich and diverse print and media collections, the breadth and depth of its electronic research databases, and the various exhibits reflecting the diverse interests of the campus and communities. The library has become the focal point of the campus for extra- and co-curricular activities to encourage and enhance classroom growth: inviting a ukulele performance to the Community over Coffee event and adding ukuleles and games to circulation; assisting English faculty in various book reading and poetry reading events in the library; housing the college annual art and media festival and so on.

These activities and resources have resulted in a substantial increase in student traffic. Gate counts grew from 42,530 in FY 2003 to 73,592 in FY 2013, a significant 73% increase, though the enrollment increase is 23% (headcount) and 39% (FTEs) including 3,000 distance learning seats. Over 90% of respondents to the library's satisfaction survey rated the library as "excellent" or "good" in terms of helpfulness; 92% provided similar ratings in terms of the friendliness of the library staff; and 89% rated staff's knowledge as "excellent" or "good."

Students in Meriden have welcomed a newly established lending library. Circulation of books and DVDs is growing month-by-month, and the use of textbook and faculty reserves has increased. Through participation in activities, such as roundtable discussions on current topics from the daily newspaper held in the lending library, students have been exposed to the library services and continue to explore these services. Services were promoted heavily through flyers and announcements on the television screens and posted on bulletin boards throughout the Meriden Center.

The collection analysis using data collected from the Voyager report system and from the library's survey indicated a need to improve the overall currency of materials in the library's collection, of which more than 50% date from the 1970s or before, and to add more DVDs and CDs. To respond to the needs of students, the library has added current print titles (though purchasing print materials decreased each year) to the circulating collection, purchased more instructional media materials, recreational DVDs, and music CDs whenever funding is available. Over eleven thousand items were added to the collection in the past ten years. Analysis of the library's circulation statistics reveals a surge in circulation. Overall, the library's collection is well-regarded by library users.

The library has strategically shifted collection allocations away from print monographs and journals to electronic journals, electronic books, e-resources, and databases. This reflects not

only user preferences but also the rapid transition to digital format. The library staff has increased the weeding of the collection over the past several years. In 2008, the MxCC library was the first of the twelve CT Community College Libraries to dismantle its print reference collection; replace print items with electronic resources, and interfile the rest with circulating materials. A report on this project entitled *Inter-shelving Reference* was published by the library Journal in July 2009. This approach increased awareness and usage of reference materials, and created the space for a library instruction classroom. When the number of e-books reached 40% of the entire collection, a decision was made to upload the bibliographic and holding records of the e-books to the Voyager database, although the process was time consuming and labor intensive. Now, both campus-based and remote users can easily retrieve full-text e-books by following different links in the records. The e-book usage statistics has shown a substantial increase in response to these changes.

The budget for material purchasing increased slightly each year, but the purchasing power is reduced by rising costs, the need to acquire print resources and the growing demand for electronic resources. The library assesses the quality and extent of its services and adjusts its operations based on the data collected. As a consequence, the library has cancelled expensive yet sparingly used electronic databases. In response to users' high demand, the library has extended its array of electronic resources and added ScienceDirect, PsycArticles, Literary Reference Center, Films on Demand streaming video service, and other critical electronic resources. The added 360 Link service in 2010, integrated with Google Scholar, is one step further toward a discovery solution, which provides students with a Google-like search to retrieve full-text articles.

Considerable effort has gone into the design and maintenance of the library's website as a central resource for the MxCC community to complement the physical library. It acts as a gateway to the BlackBoard course management system, MyCommnet information service portal, and the library LibGuides. The library staff has adopted Web 2.0 and social networking concepts, and implemented this set of enabling technologies that allow the library to reach and provide services to end users in exciting new ways. The site emphasizes customer interaction by reaching customers through blogs, wikis, and Facebook. The website also utilizes RSS, Google calendar, LibraryThing, Google Notebook, and more, to update resources, news, and events. The redesign, update, maintenance, and expansion of the library website are administered by the systems librarian in collaboration with the library staff and with input from students. The website increases the visibility of the library and maximizes the use of the library's valuable resource. The average annual number of hits to the library's main website is 48,000.

The library assessment and the use of assessment data was cited as an area of particular concern in the NEASC 2002 report. To address these concerns and to monitor effectiveness in response to these operational and structural changes, the library has established a culture of continuous assessment and implemented a comprehensive program to inform improvements and strategic planning. Existing policies and procedures are reviewed and revised and new policies relating to copyright issues are created. Since 2003, the annual strategic planning process has been formalized. Since 2005, the library has utilized its redesigned monthly report

template, which includes additional data items for evaluation. A number of surveys were created and implemented, including several large scale library services satisfaction surveys and a number of topical small scale surveys, such as physical resources and online resources usages, and selection of resources. One recent survey regarding the library business hours resulted in the library's earlier opening and extension of hours in final exam weeks.

The library will continue to transform its space, services, and collections. The following are specific, ongoing, and necessary steps to adapt to the changing academic and technological environments that students want and need. Thus, the library will transition to digital collections while managing legacy collections cooperatively, emphasizing digital access over physical ownership, and increasing the focus on the digital library. The library needs to transform the physical spaces whenever appropriate—such as upgrading furnishings and technology and implementing a "learning commons" concept—to meet the changing needs of students and faculty. The library will continue to make the space a center of teaching and learning as well as a comfortable spot for social events or get-togethers.

Library staff members are exceptionally well-qualified and dedicated professionals. They have made significant and lasting contributions to the intellectual and cultural life of the college in terms of their individual responsibilities and overall service to the college community. Each staff member is responsible for a wide range of duties in addition to the responsibility of coordinating two or more major functional areas of the library's operation.

Hiring freezes and budget rescissions have reduced the small library staff by 0.5 FTE since Fall 2011. The library has responded to the cuts creatively by changes in organizational and staffing structures in order to maintain services. The library is required to support about 3,000 students with information literacy instruction. Requests from both Middletown and Meriden have already consumed available staff resources. If enrollment continues to increase, and as new programs are developed, additional staffing with different and specialized skills will be needed.

Over the past years, the library has been treated equitably with respect to budget allocations and bond fund distributions. Library expenditures on materials per FTE went from $31 in FY 2010 to $38 in FY 2013. While there has never been an overabundance of dollars to allocate at Middlesex, budget administrators have always supported collection development and automation efforts.

INFORMATION AND TECHNOLOGICAL LITERACY

Description

Since the library's five-year interim report, much progress has been made in formalizing MxCC's information literacy instruction program and embedding it into the general education curriculum. The policy recommendations and information literacy learning outcomes put forth by the Information Literacy Task Force in 2008 have been unanimously adopted by the college and incorporated into the institution's approach to information literacy standards. The program follows the Information Literacy Standards established by the Association of College and

Research Libraries (ACRL) and includes learning outcomes that address the requirements stated in NEASC Standards 4 and 7.

Middlesex Community College is currently the only community college in the State of Connecticut to formally require that all students complete two 'L' courses for graduation. These 'L' courses—English 101 and a department-defined subject-specific course bearing English 101 as a prerequisite—require some form of research project including class time devoted to information literacy skill-building. The skills of information literacy are specified as one of the common core competencies in the BOR Transfer and Articulation Policy.

Momentum from these events has built quickly, and the Library's instructional program has blossomed. For example, the Fifth Year Interim Report (2007) indicated, on average, about 65 classroom instructional sessions each year. In FY 2013 the number of sessions peaked at 108. In addition to English 101 classes, librarians have responded to an increase in requests for support from faculty teaching subject-specific classes in all divisions, including career exploration classes such as Health 103, Investigations in Health Careers. This aligns well with the college's mission of preparing students for employment after coursework.

An annual subscription to LibGuides allows the librarians to easily create and modify extensive course and class-specific guides for research. Faculty are supported by an extensive Faculty Toolkit offering models of best practices and suggestions on how librarians and faculty members can work together to achieve the college's information literacy goals.

Information literacy instruction is custom-fit and delivered at point of faculty and student need. An important strength of our program is its fluid adaptability to each unique class offering. Programs and services are communicated to faculty in a variety of ways including email, handouts, face-to-face, and visits to division meetings. The success of these marketing efforts is evident by the increasing number of classes librarians have been invited into since the last study. It is important to reiterate that information literacy instruction for these subject-specific classes is customized to the assignment and course objectives; it is not "one size fits all." On the other hand, it is imperative that students within the fundamental writing and research course be presented with the same program. An extensive LibGuide with standardized content and classroom delivery serves English 101 students and faculty well.

For distance learners, the librarians have assembled a fully online self-paced package of learning modules to replicate on-ground information literacy instruction. From Information 101 faculty are able to weave some or all modules, aligning with the eight core competencies established by the Information Literacy Task Force into their online course. In addition, every student and instructor is enrolled in the specially-designed BlackBoard course "MxCC Library—Research Help," which includes information on accessing library resources from home, an overview of library services for distance learners, and links to online research tutorials.

Ideas for new services and delivery models are sparked through individual encounters with students, faculty, and staff. For example, in 2012, the library piloted a new service called the

Research Assignment Review Service where faculty can submit their research assignment to the library so librarians can dry run it before it is presented to students. This need was identified through one-on-one work with students in the library who didn't fully understand instructions as presented, weren't made aware of useful online tools, and other sources of confusion. In another example of proactivity, librarians morphed a brief talk during the Adjunct Faculty Orientation into a standalone, one-hour, intensive Library Boot Camp where part-time faculty can learn more fully about library services related to information literacy instruction.

Relationship building with students is key to improving student retention and development. To this end, a librarian has been embedded into the new Transitional Year Program (TYP), which provides a more structured environment for a small group of developmental students. The "personal librarian" works closely with TYP faculty to determine what support is needed each semester, provides an everyday face to library services, assists these students in navigating campus life and course requirements, provides customized pathfinders to online resources, and maintains an online presence in BlackBoard courses. In addition, a standing librarian member on the Student Development Committee has been working on the creation and delivery of a series of small group skill workshops on topics related to student success (note-taking, study skills, leadership opportunities), this being one of the college's strategic initiatives.

Appraisal

As mentioned earlier, the number of information literacy (IL) instruction classes has increased steadily over the past few years from 65 in FY 2007 to 108 in FY 2013 despite relatively stable student enrollment. This growth may be attributed to increased marketing efforts such as a more formalized and robust faculty-librarian liaison effort, adjunct faculty workshops, a dedicated library classroom, and continued innovation in course content delivery and services offered. It is stressed in class that the IL session is only the beginning of the journey, and librarians are always available through various contact methods to assist students on an individual basis in their research. Subsequently, the library has seen the number of in-person reference encounters grow from 938 in FY 2008 to 2258 in FY 2013.

The dedication of the librarian instruction team to ongoing professional development is another factor contributing to the success of the library's information literacy program. They engage in professional reading and discourse, attend webinars and library association and other national events such as the LOEX instructional conference and First Year Experience Conference, and freely share their expertise with each other. One librarian completed training through ACRL's highly competitive Information Literacy Immersion Program and now plays a leadership role in the college's IL program, serves on system-wide library committees, and presents at and assists in planning various professional conferences .

The imperatives from the NEASC 2002 report were clear that a more comprehensive and institutional response to address information literacy assessment was needed. In response, the MxCC's librarians engage in a wide assortment of assessment activities. In what may be considered traditional survey assessment methods, the library has piloted both pre- and post-

tests for students with minimal success; not enough concrete feedback was received to assist in shaping the program. The library is currently investigating an idea for a more extensive pre-graduation survey. For distance learners, each module within Information 101 includes feedback questions. Students are encouraged to submit their feedback on how well the tutorials answer their information needs. In addition, Google Analytics tracks the number of times tutorials have been accessed.

Quantifiable benchmarks are only part of the story, however. The library is a service department dedicated to promoting rigorous academic inquiry and lifelong learning—concepts not easily measured with a yardstick. The intent is to use a variety of methods to assess various components of the librarians' information literacy instruction efforts rather than rely on only one or two. Teaching methods, classroom objectives, faculty and student needs, and learning environments are ever-changing; the ways in which the librarians evaluate them should evolve as well.

Projections

1. The library will continue to work with students in new, cohort-based programs such as the Transitional Year and Honors Programs to advance the information literacy needs of these students. The staff will keep the needs of these groups foremost in mind when considering expansion of the library's collection. This effort will continue in 2013-2014 and be supervised by the director of library services.

2. The library will pilot a new "homegrown" information literacy competency pre-assessment in some subject-specific "L" classes to evaluate how students are progressing on the information literacy continuum and shape library instruction and services accordingly. This effort will begin in Fall 2013 and be carried out by the library staff.

3. The library will be represented on the system-wide ConnSCU Information Literacy Task Force, made up of two- and four-year state academic institutions, charged with identifying best practices for information literacy instruction and assessment, possibly leading to the adoption of a common model across the system. A librarian will be assigned to this task force beginning Fall 2013.

4. The library will continue to collaborate with Meriden staff and faculty on special projects, including assistance in resource planning, more class visits and/or other on-site events, marketing outreach, and new resources targeted to specific student populations. This collaboration began in 2012 and is continuing.

5. The library will collaborate with distance learning staff to offer faculty and staff a variety of technology training sessions. This will begin in Fall 2013 and will be supervised by the director of library services.

6. The library will collaborate with the Information Technology Department, Distance Learning Office, the Bookstore, faculty, and other colleges and universities in the system

in supporting the library's electronic resource expansion, technology upgrade, and services of tablets and/or other mobile devices. This is an ongoing effort.

7. The library will participate in a next generation library information system and a Discovery platform selection process, initiated by the 17 ConnSCU academic libraries. This initiative began in 2013 and is continuing. It is being supervised by the director of library services.

8. The library will work with the college's grant writer to seek grants for the library's Archives Digitization Project and for the computer tablet loaning program. This effort began in 2012 and will continue through 2014.

9. The library will write a grant for new furniture and undertake some major book weeding to make more study space. This undertaking will occur in Spring 2014 and handled by the director of library services.

Institutional Effectiveness

As part of the governance system, the PSEC assesses the library to insure its services meet student needs. These evaluations provide evidence that the library contributes to the achievement of student learning outcomes as well as suggest areas for improvement. The library went through this process in 2008-2009 and received an excellent evaluation. The survey *Your MxCC Experience* includes library skills as one of the tested core competencies.

Since the 2002 NEASC accreditation, feedback from the visiting team report and recommendations from management have led to innumerable improvements in services, materials, resources, and equipment as outlined earlier in this report. The library continually monitors recommendations and suggestions from surveys and the Library Advisory Committee forum, and whenever appropriate and feasible, seeks to implement suggestions.

The library uses information technology to plan, administer, and evaluate programs and services. The Voyager system provides extensive reporting capabilities on circulation and collections. Database use statistics are regularly reviewed to support renewal/cancellation decisions. The library administered several major service satisfaction surveys and a number of topical surveys for decision making on specific services. The survey results provide helpful information to identify service enhancements or new services needed by students and faculty. Self-evaluation activities undertaken by the library include the annual strategic plan and two progress reports every year to the dean of academic affairs and the Library Advisory Committee. Library staff meetings are held regularly to discuss ongoing and new projects, processes related to operations, and ways to provide better service to library users. Faculty and student evaluation of information literacy instruction rate the quality of instruction. Students' input has been an important factor for ongoing improvement, both supporting and validating the library's assumptions about its program strengths and weaknesses and revealing areas of concerns. Whenever feasible, the library acts on recommendations and feedback from students, faculty, staff and community members.

Standard 7: Library and Other Information Resources

(Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2 010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
Expenditures/FTE student					
Materials	$ 31	$ 34	$ 36	$ 38	$ 38
Salaries & Wages	$ 121	$ 125	$ 110	$ 113	$ 118
Other operating	n/a	n/a	n/a	n/a	n/a
Collections					
Total print volumes	45,109	43,004	42,986	44,012	43,000
Electronic books	22,646	28,037	30,164	32,949	35,000
Print/microform serial subscriptions	122	122	112	106	102
Full text electronic journals	16,507	11,671	18,124	18,594	20,000
Microforms	6,180	6,180	0	0	0
Total media materials	2,808	2,489	2,412	2,185	2,400
Personnel (FTE)					
Librarians -- main campus	3.8	3.8	3.8	3.8	3.8
Librarians -- branch campuses	n/a	n/a	n/a	n/a	n/a
Other library personnel -- main campus	2.0	2.0	1.5	1.5	1.5
Other library personnel -- branch campus	n/a	n/a	n/a	n/a	n/a
Library Instruction					
? Total sessions -- main campus	108	100	99	108	113
Total attendance - main campus	2417	2160	2437	2328	2444
Total sessions -- branch campuses	n/a	n/a	n/a	n/a	n/a
Total attendance -- branch campuses	n/a	n/a	n/a	n/a	n/a
Reference and Reserves					
? In-person reference questions	893	1170	2221	2258	2370
? Virtual reference questions	119	117	181	162	170
Traditional Reserves:					
courses supported	n/a	115	137	143	150
items on reserve	n/a	586	389	451	474
**circulation transactions	557	768	1059	1602	1682
E-Reserves:					
? courses supported	n/a	n/a	n/a	n/a	n/a
? items on e-reserve	n/a	n/a	n/a	n/a	n/a
Circulation (do not include reserves)					
? Total/FTE student	3329	3311	3239	3283	3348
? Total full-text article requests	53824	53347	60082	50580	53190
Number of hits to library website	26525	37766	41766	85212	93733
Student borrowing through consortia or contract	241	232	161	116	104
Availability/attendance					
? Hours of operation/week main campus	59	59	61.5	61.5	61.5
Hours of operation/week branch campuses	n/a	n/a	n/a	n/a	n/a
Gate counts/year -- main campus	63395	74704	70412	73592	77271
? Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a
URL of most recent library annual report:	See Workroom Documents				
URL of Information Literacy Reports:	See Workroom Documents				

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

** Cell D27 We added Reserve Circulation Transactions, since the library did not collect data for Reserve courses supported & items on reserve, except FY2012 & FY2013.

*** Many data items are from the Annual ACRL Surveys.

Standard 7: Library and Other Information Resources (Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
	FY2008	FY2009	FY2010	FY2011	FY2012
Number (percent) of students with own computers	N/A	N/A	N/A	N/A	N/A
? Course management system	Blackboard Vista/Blackboard Learn				
Number of classes using the system					
Classes on the main campus	375	413	460	594	630
Classes offered off-campus	36	39	36	50	60
Distance education courses	96	100	104	110	120
Bandwidth					
On-campus network	1 Gb	1 Gb	1 Gb	1 Gb	1 Gb
Off-campus access					
? commodity internet (Mbps)	100	100	1000	1000	1000
? high-performance networks (Mbps)	100	100	1000	1000	1000
? Wireless protocol(s)	802.11.a/b/	802.11.a/b/	802.11.a/b/	802.11.a/b/g	802.11.a/b/
Network					
Percent of residence halls connected to network					
wired	N/A	N/A	N/A	N/A	N/A
wireless	N/A	N/A	N/A	N/A	N/A
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	25%	25%	85%	85%	85%
Public wireless ports	100	200	3500	3500	3500
Multimedia classrooms (percent)					
Main campus	100%	100%	100%	100%	100%
Branches and locations	100%	100%	100%	100%	100%
IT Personnel (FTE)					
Main campus	6.0	6.0	6.0	6.0	6.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning	2.0	2.0	2.0	2.0	2.0
Software systems and versions					
Students	Sunguard SCT - Banner V9 (Shared Database SDC Hartford)				
Finances	Sunguard SCT - Banner V9 (Shared Database SDC Hartford)				
Human Resources	CORE-CT (PeopleSoft) - Shared Database SDC Hartford				
Advancement	Web Based Donor Perfect, Quick Books for Non-Profit				
Library	Voyager				
Website Management	Proprietary CMS - WebSolutions Hosting				
Portfolio Management	N/A				
Interactive Video Conferencing	WebEx Cisco Hosted, Skype, Microsoft Messenger				
Digital Object Management	N/A				

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

Standard Eight: Physical and Technological Resources

Description

Middlesex Community College is located approximately four miles southeast from the center of Middletown on 38 acres of land, overlooking the Connecticut River Valley. The three original buildings—Founders, Snow and Wheaton Halls—were opened in 1973. Chapman Hall, along with a maintenance building, was opened in 1992. In the fall of 1999, a central HVAC plant was opened to support the HVAC system for Founders, Snow and Wheaton Halls. Among other things, the scenic view of the Connecticut River Valley and the natural beauty surrounding the campus are noted as Middlesex attractions to students, parents, employees, and guests.

In addition to the Middletown campus, Middlesex Community College has another location on West Main Street in Meriden, Connecticut. The Meriden Center was created out of a partnership with the Meriden Business and Learning Center subsidiary of the Meriden Economic Development Corporation (non-profit). Middlesex Community College has withdrawn from the partnership, but still retains 7,500+ square feet of classroom, lab and administrative space at this location. In response to unprecedented growth at this location, (20% of the student body is enrolled in courses at the Meriden Center), in 2012 Middlesex acquired more classroom, lab, administrative, and student lounge space on the first floor bringing the square footage in this location to 9,000+ square feet.

Building functionality is as follows:

Founders Hall (25,000 square feet)
Founders Hall includes most college administrative operations including: President's Office; Offices of the Dean of Students, Dean of Academic Affairs, and Dean of Finance and Administration; Admissions Office; Records Office; Financial Aid Office; Marketing and Public Relations Office; Human Resources Office; Business Office; Career Development and Counseling Center; CNA and Health and Life Sciences Grant Office; Distance Learning and Instructional Technology Offices; Academic Initiatives Office; Student Activities and Student Senate Office; Student Lounge and Game Room; Cafeteria; Campus Information and Communications Center; Bookstore; and the Middlesex Community College Foundation Office.

Wheaton Hall (25,000 square feet)
Wheaton Hall includes one open computer lab (24 PC Computers, two Macintosh), the Information Technology Offices, three computer classrooms (Total 80 computers), four science labs, three science classrooms and several general use classrooms, media services offices and copy center, and faculty offices for the Divisions of Math; Science, Allied Health, and Engineering; and Business.

Snow Hall (25,000 square feet)
Snow Hall includes two computer aided math and English instructional labs with a total of 40+ computers for reading, writing, and math instructional support; Broadcast-Cinema and

Multimedia Studios and labs (moving to Chapman Spring 2014); a Radio/TV studio (moving to Chapman Spring 2014); two digital arts Macintosh classrooms and a Macintosh computer lab; art studios; general use classrooms; and faculty offices for the Divisions of Humanities and Social Sciences.

Chapman Hall (45,000 square feet)
Chapman Hall includes the Jean Burr Smith Library (30 public PCs), information literacy classroom with 25 PCs, library collaboration corner equipped with 3 collaboration work stations (C-Pods), the Pegasus Gallery, College Learning Center, Ophthalmic Design and Dispensing labs, Veteran's Oasis Lounge and Resource Center equipped with three computers, multi-purpose open meeting/conference/instructional rooms, a new conference room, faculty offices, Grants Office, two Broadcast-Cinema/Multimedia production classrooms (total of 52 Macintosh computers), a 50 seat Cinema viewing and New Media presentation room, general classrooms, and storage space. As a result of a multi-million dollar grant with a focus on new media, film, and multimedia industry training, space in the lower level of Chapman Hall is being renovated to accommodate much of the equipment and classroom instruction currently housed in the Broadcast and Media areas of Snow Hall.

Maintenance Garage (2,800 square feet)
The Maintenance Garage includes a garage facility for servicing vehicles, machinery, work areas, and limited storage for maintenance supplies and materials. The addition of a facilities maintainer office with computer access and network connectivity for video surveillance access was established in 2009.

HVAC Central Plant (2,000 square feet)
The HVAC Plant stores heating units and chillers for the HVAC system supporting Founders, Snow and Wheaton Halls.

Meriden Center (9,500 square feet of leased space)
The Meriden Center is housed in a shared facility in downtown Meriden (CT Department of Children and Family Services has operations on the 2nd and 3rd floors). With the acquisition of space in Spring/Summer of 2012, all Middlesex Community College administrative functions are now housed on the 1st floor in a new One-Stop/Welcome Center. Additional classroom space, the Certified Nursing Assistants Lab (CNA), and general CNA classroom have been moved to the 4th floor. Three computer classrooms (70 PCs), general classrooms, and a newly outfitted combination art studio and a dry science lab have been located on the 4th and 5th floors. Lounge space and a study room are provided on the 5th floor. In addition to the One-Stop/Welcome Center, the first floor also now includes a state of the art Macintosh lab with 24 iMac computers, a library and learning center equipped with eight computers for general and tutorial use and a new student lounge. There is also a conference room with video conferencing capabilities on the first floor.

Manufacturing Training Center (7,500 square feet of leased space)

The ground floor of an industrial warehouse just off Maynard Road in Meriden serves as the Manufacturing Training Center (MTC). The MTC has 21 computer workstations with state of the art software, along with CNC shop machinery.

The Middletown campus is surrounded by considerable outdoor space and in 2002 an overgrown tennis court adjacent to the upper parking area was paved over allowing for much needed expansion in parking. There is a soccer field and walking trails around a very scenic reservoir area that offers 60 acres of outside open space. Since 2007 faculty and staff who initiated various sustainability and beautification projects have coalesced into a formal sustainability team whose goals are to both inform the campus community about climate change and provide suggestions for individuals and the campus as a whole to institute more environmentally friendly practices. Results of the influence of the sustainability team can be seen in the sustainability priority included in the college's Strategic Plan, the president's initiative to include sustainability in all aspects of college planning by signing the American College and University President's Climate Commitment, and in beautification projects over the past three years that have produced several gardens, an intentional meadow, the planting of new trees, and the clearing of nuisance and invasive plants along the peripheral woodlands.

Planning for the physical plant and its maintenance, materials, and equipment (acquisition as well as replacement) is the responsibility of the dean of finance and administration. A standing sub-committee of the College Council, the College Affairs Committee meets monthly during the academic year to discuss issues related to the physical property and to make recommendations regarding improvements. This committee also discusses budgeting/fiscal matters, campus needs assessment and planning, space allocation and facilities management, security, safety (OSHA), marketing, publicity, and public/community relations. The dean of finance and administration also sits ex officio on this committee. In addition, since 2004 there has been a sub-committee of the College Affairs Committee, the Master Planning Committee, appointed to work with the dean of finance and administration to oversee the process of developing a campus master plan.

The building maintenance supervisor, under the supervision of the dean of finance and administration and with the assistance and direction of the director of finance and administrative services, insures the proper maintenance of the college's physical plant. In spite of the current fiscal climate in Connecticut, and resources being tight, Middlesex has had adequate deferred maintenance funds available to keep the campus buildings and resources in good repair. All assets are inventoried by the System Data Center of the Connecticut State Colleges and Universities and all are accounted for in accordance with state guidelines.

The director of information technology under the supervision of the dean of finance and administration ensures the proper allocation, upkeep, and replacement of campus computer systems, oversees network services, and works with faculty and staff to provide software and hardware to support academic and administrative computing. Through the campus governance system, a standing committee of the College Council, the Information Resource Management Committee, meets monthly throughout the year to address issues related to computerized

resources, electronic access to campus information, campus wide plans for networking, LAN and WAN connectivity, hardware and software for classroom and administrative office use, library information system needs, access to national databases and other library information resources, distance learning, multimedia and audio visual services, lab access and security and compliance with any ConnSCU system level standards, policies, procedures and guidelines. Since January 2012, the merged Connecticut State Colleges and Universities system data center has entered into discussions with college and university presidents to provide services to handle enterprise software support and to oversee the telecommunication and LAN and WAN services on all ConnSCU campuses. The service level agreements have yet to be ironed out.

The Meriden Center has parking for a limited number of vehicles and its downtown location makes it very accessible via public transportation. It is within walking distance of the Amtrak regional railroad station and will be directly accessible to the new northeast regional service station proposed by Metro-North from New Haven to Springfield. The past year has seen dramatic improvements to the physical plant and allocation of resources have been strategically leveraged to allow for greater use of the building and to provide enhanced services to students enrolled there.

In response to one of the concerns raised by the 2002 visiting team, a major step was taken at Middlesex with the development of a master planning committee in 2004. During 2006 an independent consulting group, Rickes Associates Inc., performed a Master Plan Space Program and Utilization Study and results were presented to the campus in August of 2006. The available space, utilization of this space, and potential need for future growth were analyzed for all areas of the campus including classrooms, offices, and student spaces. The largest classroom currently holds 50 seats. Rickes Associates did recognize the need for additional classroom space of specific types (i.e. science laboratory, lecture, library instruction, etc.) as well as extracurricular space to support students in out of classroom activities. Their analysis called for a 69,000 sq. ft. building. As reported earlier, a new building for MxCC has now been included in the Governor's budget.

The Rickes Associates Master Plan also identified areas where immediate work could be done to improve the look and usefulness of the existing facilities. Much of what was discussed in the Rickes assessment has informed the campus beautification and office upgrade projects undertaken from 2007-2011. For example, all faculty and academic departmental offices have been upgraded with new furnishings, removal of the older metal cubicles and installation of modern noise reducing panels and comfortable attractive work stations. Almost all service and auxiliary support offices have also received similar upgrades. Student lounge spaces in Founders, Wheaton, and Snow Halls in Middletown, and in Meriden have been renovated, painted and outfitted with new furniture. All computer classrooms have been refitted with ergonomically efficient furnishings and comfortable seating. All campus buildings have had their entryway and stairwells revamped with better lighting, updated vestibules, and new flooring; and Founders Hall, Chapman Hall and the Meriden Center now have digital signage informing students, staff, and visitors of campus events. Information kiosks have been placed in the ground floor levels of Founders Hall in Middletown and near the Welcome Center in

Meriden, The library has been completely refurnished and the number of public access computers (30) has more than doubled since 2009. A fully enclosed classroom installed for the primary purpose of library information literacy instruction was completed in fall 2012 and three collaboration workstations (C-Pods) have been added to the collaboration corner including one Macintosh based movable system that can be wheeled to other locations. Since 2007 wireless access points have been installed campus wide and WiFi is fully available in all campus buildings and accessible from most classrooms in Middletown.

Currently Middlesex is in the process of revising and redeveloping its master plan and has contracted with Paulien Associates for the creation of a comprehensive space utilization study, academic master plan, and facilities master plan. We know that space is at a premium and may not be optimally utilized. This new review will be based on current and projected enrollments—presently, Middlesex is far and away the most densely populated campus of the 12 community colleges—and the academic trends of the last five years and should be completed within the next six months. Out of these should evolve a very well informed campus master plan. This will include a complete review of program offerings, integration of strategic initiatives, the retention plan, and enrollment growth strategies balanced with demographic projections, and discussion with the System Office as to what could be reasonably expected in terms of funding for Middlesex to grow.

While there has been no acquisition of additional space at the Middletown site since the last accreditation and fifth-year review, there are some very positive things happening to the physical plant. Recognizing the immediate and pressing need to alleviate some of the overcrowding in the biological science area, two large rooms that were used as both lecture and lab have been physically split into lab and lecture space. Using state funding, a dividing wall was installed providing for lectures to be conducted at the same time that students are in lab sections, effectively doubling the use of the space and expanding the capacity for a more efficient use of the same space. With new furniture and new classroom technology the space has a more collegiate look and feel.

Middlesex has been approved for two additional very large expansion projects. The expansion of cafeteria and student lounge/common use space in Founders Hall is expected to begin Fall 2013. Middlesex is also in the beginning phases of relocating the Broadcast-Cinema program and refreshing the communications and film studies program to create a New Media Center in space that will be redesigned and renovated in Chapman Hall. Funding for this project comes from a Department of Labor New Media grant. In addition, as space is being made available, enhanced instructional use is being thoughtfully implemented. For example, the closing of the MxCC Preschool has allowed us to remodel this space as a learning lab for embedded course instruction in math and English as part of our compliance with PA12-40.

MxCC's "virtual" campus has grown with an increase in distance learning. Since 2007 the enrollment in distance learning courses has increased by 88% with 3083 online seats in 2012 compared with 1641 seats in 2007. In 2012 the college offered 112 online courses compared with 69 courses in 2007. The enrollment in distance learning courses accounts for 14% of the

college's total enrollment. This increase in online learning has allowed the college greater freedom in scheduling its physical classroom space and it has significantly contributed to the college's overall growth. In addition to the director of distance learning, a new position, educational technology specialist, was created to help faculty and students with the technology used in on-line learning. In the past year, the learning management system, BlackBoard, has been expanded and brought in house for the ConnSCU System. It is no longer hosted by the BlackBoard company; current customizations are being provided by ConnSCU personnel. Although there have been no major errors or extended down times, difficulty within the ConnSCU network has resulted in a higher frequency of down time. ConnSCU system support staff and college IT directors have discussed the possibility of moving the in-house system to a managed hosting system. Due to current financial limitations, however, the decision has been made to keep the system as is for now.

In 2009 IP-based video surveillance cameras were added to cover the parking areas, entryways to all buildings, major stairwells in Chapman, Wheaton, and Snow Halls, and lounge areas in Wheaton and Snow. All facilities of MxCC, with the exception of the mezzanine level of Founders Hall, are ADA compliant and all are smoke-free. The college announced a completely smoke-free environment in August 2013 and limited smoking to parking lots only.

Appraisal

The fifth year review in 2007 resulted in a recommendation that the college conduct institutional planning informed and supported by useful data about the institution and the community that it serves. Throughout the year 2010–2011, the college was involved in strategic planning utilizing the services of outside consultants. A representative group of college administrators and staff worked to formulate 11 achievable strategic priorities. The process identified two priorities including 7) Create and maintain a vibrant collegiate environment and 11) Commit to and achieve sustainability, that have already directly impacted the physical plant, utilization of space, and allocation of resources. Other priorities such as 1) Foster Student Success, 2) Promote Economic and Workforce Vitality, 3) Increase Visibility in our Service Region, also helped to inform new and fresh ideas for renovations, repairs, reallocation and increased utilization of existing resources.

The college has been involved in several campus beautification projects, committing to sustainability, as well as improving office areas, the student lounge, and adding lounge furniture to little used spaces in classroom buildings—all of which enhance the college experience for MxCC students. Energy audits conducted in fall 2012 indicated that Middlesex has done very well in conserving energy and outfitting its lighting. A study by the Connecticut-based company Sightlines, a facilities analysis company, indicates that Middlesex scores very high on the energy audit. The acquisition of space in Meriden has been a boon to that center's growth.

Another suggestion following the 2007 Interim Report was the development of a comprehensive Emergency Plan. Although the college had policies and procedures they

needed to be compiled into a comprehensive document. That plan has been developed and is housed in the office of the dean of finance and administration. In addition, emergency guides have been posted throughout the entire campus and are regularly reviewed and updated. Since 2007, there has been a trained team of volunteer emergency response professionals made up of faculty and staff who meet regularly to review campus emergency preparedness and procedures. Further, the installation of a new Voice Over Internet Protocol (VOIP) telephone and voicemail system in 2008 has enhanced the college's communication resources by allowing for speaker equipped telephones in every classroom, office, and multipurpose space establishing a campus wide intercom and paging system. These devices function as an emergency alert notification system when necessary.

Although MxCC has developed an Emergency Plan and has put many systems in place since 2007 many on campus believe that more frequent drills—those such as fire drills that require exiting a building as well as lockdown or shelter in place drills—would help prepare employees and students at both the Middletown and Meriden locations better in an emergency. Presently, the college conducts one fire drill per semester which generally occurs during the day. It is important that as many students as possible—day and evening—are familiar with proper procedures to ensure maximum safety during an emergency. New procedures will be put in place beginning in the fall as stated below.

At the time of the 2002 NEASC review, there were only two high-tech classrooms on campus, each containing a computer, document camera, smart board, copy cam, and LCD projector. At present, all classrooms are cabled for internet access and are equipped with some technological resources that can aid faculty in the delivery of their course materials. Ninety-eight percent of the campus classrooms are fully equipped with new teaching stations which have a computer that is linked to the internet and to the campus servers, a DVD player, a VCR, and a document camera. Digital LCD projectors have been installed in 95% of the classrooms and new security systems for this equipment have been put into place. In five classrooms at the Meriden Center and in Middletown, where the projection unit is not permanently installed, portable units may be requested.

The college has met its goal of providing additional technological resources to all classrooms and continues to repair, replace, and upgrade as funds permit. In addition, we have pushed forward with new technologies such as the Collaboration Pods (C-Pods) in the library area, assistive technology equipment in the library, equipping the conference room in Founders Hall with video conferencing technology, and creating a new larger conference room in Chapman Hall and in the Meriden Center which also include video conferencing equipment.

For many years, the internet connection in Meriden was a lesser priority for the Connecticut Community College System's data center; however with the expansion of course offerings and the newly established ConnSCU system, changes have been made and our provider saw the benefits of upgrading the connection speed to match and even at times exceed the Middletown connection. By the end of December 2013, both connections will be equal to 100 Mb and tie back to the system data center as well as link directly to each other.

All college buildings are constructed and maintained in accordance with legal requirements to insure access, safety, security and a healthful environment. All college projects are overseen by the system facilities director working in conjunction with the State Department of Public Works. Recognizing that there may be areas of the campus that are not fully accessible, OSHA and EPA compliance is coordinated by the system facilities director and it is the responsibility of each campus to apply mandated guidelines and take corrective actions where necessary.

Housekeeping and security services are both privately contracted. Though there has been quite a bit of turn-over, housekeeping is adequate and the general appearance of the college is considered very good. Outside landscaping and grounds keeping is the responsibility of the Maintenance Department and is done regularly. Snow removal is also the responsibility of the maintainers and is done in an effective, efficient manner, with very little lost instructional or work time due to weather interruptions. With such a small staff (three people) Middlesex is fortunate these individuals have multiple skill sets and talents, and they do very good work.

In 2008 Middlesex installed redundant cabling in Middletown for network LAN equipment. Since then, redundancy has been introduced into all aspects of the computer network (core routing, battery backup in every data closet, fail over for authentication servers, etc.) and is fully functional. Wheaton Hall serves as the main data center with Chapman Hall as backup. Over the last year, wireless has been expanded from a fledgling program in the library to cover many spaces in all buildings on the Middletown campus. This is not the case in Meriden where the network has been slow and inefficient. However, with the recent upgrade to a fiber backbone using the CEN CT Education network, this will be rectified.

Among the concerns and suggestions cited by the NEASC review team in 2002 was that the college may be challenged to continue its three-year instructional equipment replacement schedule. While this is a dynamic and ongoing process, available funding over the past several years and informed and strategic use of the available funds, has allowed the college to maintain its planned equipment replacement schedule. Capital equipment funds were released in 2007 for the equipment requested during FY05. In 2009 and 2011 funds were released for FY06 and FY07. The FY08 additional funds should also be released this year. The three-year rotation in the classroom computer change out has been extended out to five years since 2008 through the present. However, Middlesex has also factored this into extended warranties and purchasing equipment with longer life span (more memory, better CPUs, more hard drive space) which is favorable within industry standard. Opportunities to standardize classroom technology, hardware control systems, and lighting and instruction aids (SMART Boards, projectors, etc.) should be incorporated in the renovation or reallocation of space. This will occur as needs arise for replacing older equipment and purchasing equipment for newly constructed spaces.

There are now two conference rooms at the Middletown campus and one in Meriden. There has been concerted effort to equip the Meriden Center with identical equipment as the Middletown campus. This includes video conferencing which has allowed students and staff at

the Meriden site to "attend" several presentations, lectures, and discussions. The Meriden Center has no wireless capability. Given that the network services will be taken over by the ConnSCU System Data Center and the Enterprise Network group, Middlesex stands to lose its ability to control exactly when services will be provided. That being said, it is imperative that our IT director continue to push for a top priority status in bringing system provided wireless or some reasonable alternative solution to the Meriden location by spring of 2014. Ongoing review of parking, instructional, and social space, and additional technology needs in Meriden should also be kept in mind. We will need to ensure that Meriden is fully included in the feasibility study being conducted to develop Middlesex's master plan.

All of these improvements have had a positive effect on morale and have resulted in a greater sense of pride in the college. There is an ongoing process of providing feedback to the administration through the college governance system regarding new programs and their physical and financial needs. We should work within this system, better utilizing the College Affairs committee of the College Council to gauge our progress and chart our future course.

Also of note, the college has been in full compliance with new security policies implemented by the Board of Regents. With the merging of the colleges and universities, each employee has been trained in security awareness and is obligated to take a PCI Data and Security Awareness computer based course annually. In addition, every computer has software installed to identify any such data and users are required to run the software bi-weekly. Middlesex put in place a storage area network in 2010 in preparation for segmented storage of any data meeting the requirements; now users have a secure location to move any files containing data necessary to retain but that may contain personal confidential identity specific elements.

Information technology and resource allocation are two areas directly impacted by the personnel and organizational changes at the system level affecting the way information technology services are perceived and delivered. A more centralized enterprise approach to IT management has come from the merging of the Connecticut State University System with the Connecticut Community Colleges. In the future, more services such as networking and telephony will be originating outside of the campus and more support will be required from the System Data Center. Much of the Banner support will be offered via portal, a help desk located in Hartford, which will service campus needs. That being the case, it will be necessary throughout Fall 2013 to keep the System Data Center and infrastructure team apprised of the importance of the Meriden site as a major campus location. Equality in all services between the Middletown and Meriden locations must remain a priority, even as the services are being offered through a third party provider (the ConnSCU system office).

Projection

1. By Fall 2013 we will implement the multimillion dollar New Media project to redesign the Broadcast Media Program and studios and create the New Media production program and center in Chapman Hall. This will entail construction of classrooms, installation of classroom technology, creation of lab space equipped with 50 new

Macintosh computers, a viewing room that seats 50+, and a production space for multimedia, film studies studios, and digital arts workspaces in Chapman Hall. The space in Snow Hall previously used by this program will be retrofitted for instructional purposes. This project is being supervised by the dean of finance and administration and the director of finance and administrative services.

2. In Fall 2013 MxCC will begin remodeling student space in Founders Hall to provide for more cafeteria and common use gathering space for students. This project is being supervised by the dean of finance and administration and the director of finance and administrative services.

3. In Spring 2014 the Master Plan Task Force, reporting to the College Affairs Committee and comprised of faculty, staff, and administrators, will be revamped and re-engaged to continue with the master planning process in conjunction with the work of Paulien Associates. This task force will integrate the space utilization study and projected growth information with the needs of academic programs and results of strategic planning initiatives to finalize a Master Plan that may involve reorganization of current facilities and construction of additional facilities at the Middletown campus. The college will also continue to work with Sightlines to produce annual data updates to help inform decisions about facilities usage and energy efficiency. This process will be supervised by the dean of finance and administration.

4. Over the course of the next two years, we will continue to work on eradication of the invasive plants and by spring 2014 plan to convert portions of the lawn with meadow. All of this is integrated with instruction in environmental science and plans are underway to incorporate this key college priority into the curriculum being developed for 2014. Work on these projects is being led by the Sustainability Team and supervised by the dean of finance and administration.

5. Middlesex will develop a more comprehensive emergency plan, that integrates campus drills—at least two times a semester—and utilizes all of our alert and notification systems. This will expand the number of students, faculty, and staff who participate in emergency drills of a variety of types. Over the next year, we will reassess what is in place and recommend upgrades. This will be brought up as a top priority of the College Council in spring of 2014 and will be supervised by the dean of finance and administration.

Institutional Effectiveness

The college's association with Sightlines and Paulien Associates will facilitate the collection of data to assess space utilization, energy efficiency, and technology needs. The development of new academic and facilities master plans will enable MxCC to apply the data to the priorities of our master plans and allocate resources accordingly.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	4	83,000
other U.S. .locations	2	16,000
international locations		

	2 years prior (FY 2010)	1 year prior (FY 2011)	Current Year (FY 2012)	Next Year Goal (FY 2)	Goal in 2 years (FY 2)
Revenue ($000)					
Capital appropriations (public institutions)		$752	$345		
Operating budget	$233	$268	$270		
Gifts and grants					
Debt					
TOTAL	$233	$1,020	$615	$0	$0
Expenditures ($000)					
New Construction					
Renovations, maintenance and equipment	$1,377	$1,673	$1,095		
Technology	$910	$1,095	$1,025		
TOTAL	$2,287	$2,768	$2,120	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	17,360	7,350	24,710
laboratory	11,900	0	11,900
office	17,900	1,500	19,400
study	545	0	545
special	3,330	3,225	6,555
general	15,945	3,000	18,945
support	4,275	0	4,275
residential	0	0	0
other	0	0	0

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
N/A	N/A	N/A	N/A	

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
	academic	68,000	$49,000,000	2017

Major Renovations, past 10 years The list below indudes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Wheaton	science labs	8,000	$300,000	2012

Renovations planned for next 5 years The list below indudes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Chapman	media arts center	4,000	$500,000	2013

Standard Nine: Financial Resources

Description

The Connecticut Community Colleges formerly functioned as a state-wide system and was budgeted as a single agency by the State. The combined annual financial statements report information about the system as a whole. However, within guidelines provided by the Board of Trustees and its System Office, each college is operated as a separate institution with its own executive, academic, and administrative management. As of January 2012 the new Board of Regents of Higher Education (BOR) was created.

As a state agency, the ConnSCU system receives its funding from a number of sources. Middlesex receives one source of funding that is from bi-annual state appropriations in the form of General Fund allocations. This funding is intended to sustain the salaries and benefits of the full time staff and faculty along with any negotiated bargaining unit salary increases. While this funding covers a majority of the personnel services expense at the college, several positions are paid from the second type of revenue stream generated through tuition and fees paid by students. The size of the college's operating fund is based upon enrollment for the fiscal year and it funds those personal services not covered by the General Fund, individual department operating budgets, and the college's other operating expenses such as utilities. Supplementing the revenue generated by tuition and fees, are bond fund allocations from the state that support capital equipment purchases, technology, and maintenance of facilities. Miscellaneous revenues are also generated for the college through the rental of facilities, commission revenue receipts, investment returns, the receipt of grants, and other minor operations. All financial transactions are done in accordance with written policies and procedures that are consistent within the Connecticut Community Colleges. In the CCC's financial statements for June 2011, each college is reported separately including a Management Discussion and Analysis for each school. Under the new organization, all colleges are reported together, without a specific management and discussion analysis for each school.

In fiscal year 2012, the Board of Regents continued its engagement of Price Waterhouse Coopers LLP as independent auditors. Each college participates in the audit process as well as in providing specific financial information and analysis. All of the financial reporting is done in accordance with generally accepted accounting standards and GASB requirements.

State auditors have typically audited each college on an annual basis to ensure that process and procedure are followed. As the System has moved to a consolidated financial reporting structure and is being viewed as one entity, the Auditors of Public Accounts audit alternating colleges each year. The last individual audit for MxCC, done for fiscal years 2010 and 2011, resulted in findings that addressed only minor processing issues that the college is actively working to correct; however, there were no significant financial findings. The college continues to be in sound financial condition and in compliance with all financial rules and regulations.

The college's dean of finance and administration serves as the college's chief financial officer. Within the finance operation he has direct oversight of the director of finance and administrative services and six classified staff team members. Although not specifically required, all staff working in the Business Office hold at least a bachelor's degree and are professionally qualified in their respective roles.

The college prepares an operating budget listing revenues and expenses every year. A part of the budgeting includes the allocation of the college's unrestricted net asset fund balance. This fund balance represents funds available to the college for unforeseen expenses, strategic initiatives, or other financial emergencies.

In support of its annual strategic planning, the college at large provides input of desired outcomes/goals for the upcoming academic year. When assessing and planning the direction in which to spend resources, college leadership sets priorities to support these goals as well as the academic mission and administrative expenses that support these objectives. The college continues its efforts to improve communication through holding open budget forums and providing updates at open college meetings. Additionally on a monthly basis, department chairs, directors, and managers receive budget performance reports that detail their budget status. Select departments have opted to utilize the on-line reporting through Banner Self Service. Financial information is communicated to the college community via e-mails, issue-specific forums, and individual support. Since over half of the total college expense is in personnel salaries, it is essential that the funds spent on human resources link to the college's priorities and goals.

Currently, the general fund allocations made to the college in fiscal year 2013 will be once again allocated in fiscal year 2014. The Board of Regents approved a tuition increase of 5.25% for fiscal year 2014 to help offset delayed salary increases that take effect in 2014. The no-layoff clause in our union contracts remains in effect (expires June 30, 2015) presenting a very limited scope to address the cuts being made if enrollment trends flatten. The revenue generation for FY2014 is estimated at an additional $250 thousand over FY13 actual. This is predicted to steadily increase as academic programming from the two Department Of Labor grants becomes implemented and with the addition of other new programs such as Veterinary Technology, Computer Engineering Technology, and an Honors Program.

Capital equipment purchases that support student learning are funded with capital equipment bond funds. Middlesex makes capital expenditures in compliance with the college's strategic plan. Equipment bond funds have been used to update science labs and technology bond funds are used for larger projects that impact the entire college.

The Middlesex Community College Foundation actively supports the student population primarily by providing scholarships and funds for special initiatives. The college is compliant with the Financial Accounting Standards Board (FASB) Standard No. 17, Financial Statements of Not-for-profit Organizations. The Foundation effectively honors donors' requests when making restricted or unrestricted gifts to the college. Mahoney, Sabol and Company, LLC audits the

Foundation's financials on an annual basis; the dean of finance and administration is required to review that audit and to certify its reasonableness. Currently, the MxCC Foundation is in good financial condition and is meeting its stated goals and objectives. The Foundation looks to increase the percentage of grant income by 10%. Changes in the leadership and development of the Board were necessary to reinvigorate the Foundation. Alumni data gathering and greater emphasis on external funding will be among the highest priorities in the upcoming year.

Student financial aid awards at MxCC are made in accordance with Board of Regents policy, processes and procedures, and are consistent with the rules and requirements established by the various state and federal programs the college participates in. Approximately 57% of MxCC students receive some type of financial assistance either through financial aid awards, grants, and loans. Financial aid awards have steadily increased in part due to changes in the entitlement amounts and eligibility requirements and in part due to the economic trends of unemployment. Middlesex currently expends over $1.5 million per semester in financial aid Pell funding, an almost 300% increase over the past five years. (The college awarded $1.13 million for the entire academic year in fiscal year 2007.) Within the Connecticut Community Colleges, financial aid disbursements are done through mass electronic processing minimizing errors and increasing efficiency through the use of technology. Due to the dwindling number of loans being offered and increased default rate caused by such a small cohort, in fiscal years 2011 and 2012 the college worked to close out the NDSL Perkins Loan program. In 2012 all outstanding loans were reassigned and an external compliance audit was completed. The college continues to administer the federal direct lending loan program and counsels students on the effective use of loans for their education and the obligation of repayment of such funds in order to minimize loan defaults.

As MxCC is a part of a state system, the opportunities for identifying new sources of revenue must be consistent with state rules and regulations. New sources of revenue at the college come primarily from increased enrollments in both the credit and non-credit programs. Enrollment gains in Fall 2012 were 2.0% above the Fall 2011 headcount (FTE increased by 1.6%). Enrollment trends indicate there has been a 29.0% headcount increase since fall 2005. While the spring 2013 headcount decreased nominally by 0.5% from spring 2012, FTE increased by 1.0%. Fiscal year 2013 headcounts are among the highest at the college since 1994 (fall semester being the second highest enrollment since that time). Sales commission income has grown 430% over the past five years as a direct result of the contractual agreement between the CCC and Follett Higher Education. The contract provides for stronger direct commission percentages based on cumulative sales, as well as for a 1% gross sales deposit to a textbook scholarship fund at each college.

The college actively develops new programs that are responsive to the needs of the workforce in an attempt to create more revenue. The college has examined other sources of revenue that support our mission, such as commissions from outside operations and receipt of usage income from outside entities using our college facilities. The college has been building a donor database to assist with more targeted fund solicitation but this effort has been slowed by a vacancy in the full-time position in institutional advancement.

Expense conservation efforts have been implemented in response to rising utility and fuel costs and the signing of the President's Climate Commitment to minimize the carbon footprint of the college. Improved purchasing practices have also resulted in the college making better use of its funds by taking advantage of state contracts, open bids, and collaborative purchasing. As in prior years, the bargaining units negotiate with the state to determine the college's salary increases. Benefits expenses are negotiated at the state level and are absorbed by the state for positions funded in the general fund; all operating fund position fringe benefits are paid by the college. Operational expenses are funded from revenue generated by the college which has always maintained a conservative posture in spending while appropriately supporting the academic mission.

During the last several years Connecticut has taken a very proactive and aggressive posture on integrity and ethical behavior in all of the state's financial transactions. There exist multiple layers of contract review and approval culminating with a review and approval by the State Attorney General's office of all contracts entered into for services that exceed $3,000 in value. Additionally, individuals charged with financial responsibility and accountability at each college are required to annually file a Statement of Financial Interests with the State Ethics Board.

Appraisal

For fiscal year ending June 30, 2012 MxCC has total assets of $14.6 million, liabilities of $4.5 million, and total net asset balance of $10.1 million. Of this amount, $2 million is classified as unrestricted net asset, a $144 thousand increase from 2011 following a $404 thousand decrease in 2010.

Total operating revenues from student tuition and fees (less financial aid), grants and contracts and other revenue were $10,272 million in 2012, a 3% increase over 2011. Operating expenses were $21.8 million, a 5% decrease over 2011.

In compliance with the Board of Regents' policy MxCC has the unrestricted net asset ratio of 3.1:1; above adequate to provide substantial short-term liquidity for a college of Middlesex's size. As in the past, the college is currently in excellent financial condition, in part due to increasing enrollments sustained and in part due to conservative fiscal management. Middlesex is a contributing college to the system and is currently slated to transfer in nearly $500 thousand for FY14.

General Fund appropriations have been steadily declining for the past three years. In fiscal year 2012 MxCC received 37% of its total funding/revenue from bi-annual state appropriations in the form of General Fund allocations, a decline of 2% ($466 thousand) from the prior fiscal year. Declines continued in FY13.

The total operating budget, including student financial aid, for MxCC is currently $23.7 million for revenue, and $23.9 million for expenses. The difference is a planned decrease to the unrestricted net asset balance by approximately $243,000. This planned draw is a result of the reduction in state appropriations combined with a State labor concession agreement providing

job security for all union employees through FY 2015. Due to the concession agreement, several full time positions are now funded from the operating fund for which the college must pay direct employee fringe charges. The college also expanded operations at the Meriden Center during calendar year 2012-2013 resulting in increased operating expense that required use of reserves.

MxCC expends $12.1 million of its fiscal operating budget for personal services. In fiscal year ending 2011, Middlesex spent an additional $561,000 to complete several high impact campus improvement projects consistent with the college's strategic plan as described in Standard 8. As a planned result, the unrestricted net assets balance declined by $404 thousand to $1.9 million at 2011 year-end. This decrease was followed by a slight increase of unrestricted net assets in fiscal year 2012.

Middlesex has participated in several grant programs over the past five years. Perkins and College Career Pathway grants have assisted the college by funding activities for students enrolled in the technical fields. The funds provide professional development opportunities for faculty, supplemental equipment and instruction for our campus, as well as outreach to high school students. The School Readiness grants have provided the opportunity for the former MxCC Preschool to expand the number of children in attendance by funding additional teaching positions. Beginning in 2008 and extending through 2010, the college received over $304 thousand in grant money for a Film Industry Training Program structured to meet the workforce demands and bring the film industry to Connecticut. To further career offerings in Media, in October of 2012, the college received a $2.5 million Department of Labor grant for New Media expansion over the next four years. Further, in FY13 the college also became a recipient of a TAA grant in Health and Life Sciences, amounting to an additional $1.3 million in revenue spread over three years.

The Middlesex Community College Foundation, Inc. adheres to policies and practices that are consistent with those established by the former Connecticut Community College's Board of Trustees. The Foundation's fundraising efforts are geared to support projects that foster student success, a priority of the MxCC Strategic Plan.

In 2011, in support of the goal of student success, the Foundation awarded the college a total of $56,100 in grant funded initiatives which helped to build the CNA lab in Meriden, collaborative workstations in the library, and hire supplemental instructors. The Foundation also awarded $40,500 in scholarships to 77 students. In FY 2012-13 a total of $50,126 in grants were awarded. In 2012-13 the Foundation's special events that support student scholarships and campus projects reached record levels: the 2012 MxCC Golf Classic netted $16,000 and the 2012 Scholarship 5K raised $10,500. A new event, the Red Moon Fest, netted $22,000. The Foundation awarded $32,500 in scholarships to 55 students in May 2012.

In January 2013 the college announced that the MxCC Preschool would close at the end of June, 2013. This decision was made after careful analysis of the financial stability of that program. Further, in January 2013 the college also announced that the ESL offerings for the fall semester would be cut. The decision came as a result in part from the impending PA12-40 reform as well

as the services that are duplicated through adult basic education within our service region. Both of these decisions are examples of the college reallocating to minimize and/or avoid the existence of operating deficits.

The budget process for fiscal year 2014 is currently underway. Significant staffing changes as well as allocation methodology changes at the Board level have impacted how the colleges are to prepare their submissions. The college's planning and budgeting processes are inclusive and collaborative of the management team with resources being allocated to high priority strategic goals and objectives. The college has in place mechanisms to monitor its financial condition and utilizes those mechanisms to ensure financial soundness and integrity. Internal departments are provided budgetary updates on spending at the start of each month. Any discrepancies are communicated and corrective actions are taken as needed.

Multi-year financial planning has been a challenging task since the system reorganization. Budget development methodologies have changed and there is uncertainty at the agency level since the new model is not built in the same manner that the colleges are accustomed to using. Transfers to cover systemic operational costs have been increased while forecasting to use reserves to cover expenses is no longer an accepted practice as it once was, even for one time expenditures.

MxCC operates its financial operations according to clearly defined policy and procedure that is established at multiple levels of an agency of the state. Its financial statements are consistent with generally accepted accounting standards and the regulations established by GASB.

Projections

1. The college will submit a balanced budget for FY14. This effort will be supervised by the dean of finance and administration.

2. Greater emphasis will be placed on using tuition and fee revenues to meet college obligations due to the decline in the general fund block grant over the past several years. The college will continue to utilize the strategic plan priorities and goals to prioritize spending whenever possible. This will continue to be supervised by the dean of finance and administration. This effort began in Summer 2013.

3. The college will continue to undergo audits by the state Auditors of Public Accounts and will participate in any compliance audits as directed by the Board of Regents. This effort will be supervised by the director of finance and administrative services.

Institutional Effectiveness

The college is in a strong financial position with internal systems (our budgeting and purchasing processes) and external systems (financial statements, state policy and procedures, and state audits) in place to continue to evaluate its progress. It continues to prioritize its financial decisions to achieve the strategic plans of the college.

Standard 9: Financial Resources

(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month & day: (06/30)	2 YEARS PRIOR (FY 2010)	1 YEAR PRIOR (FY 2011)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	4	4	4	0.0%	0.0%
	?	CASH HELD BY STATE TREASURER	6,005	6,343	6,191	5.6%	-2.4%
	?	DEPOSITS HELD BY STATE TREASURER				-	-
	?	ACCOUNTS RECEIVABLE, NET	1,661	2,142	1,438	29.0%	-32.9%
	?	CONTRIBUTIONS RECEIVABLE, NET				-	-
	?	INVENTORY AND PREPAID EXPENSES	21	42	62	100.0%	47.6%
	?	LONG-TERM INVESTMENTS				-	-
	?	LOANS TO STUDENTS	32	47	108	46.9%	129.8%
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	7,754	7,363	6,786	-5.0%	-7.8%
	?	OTHER ASSETS				-	-
		TOTAL ASSETS	**15,477**	**15,941**	**14,589**	3.0%	-8.5%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	1,794	2,388	1,485	33.1%	-37.8%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	720	856	786	18.9%	-8.2%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	151	164	190	8.6%	15.9%
	?	LONG TERM DEBT				-	-
	?	REFUNDABLE GOVERNMENT ADVANCES				-	-
	?	OTHER LONG-TERM LIABILITIES	2,186	2,178	2,078	-0.4%	-4.6%
		TOTAL LIABILITIES	**4,851**	**5,586**	**4,539**	15.2%	-18.7%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	2,276	1,872	2,016	17.8%	-7.7%
	?	FOUNDATION				-	-
		TOTAL	**2,276**	**1,872**	**2,016**	17.8%	-7.7%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	**0**	**0**	**0**	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	8,350	8,483	8,034	1.6%	-5.3%
	?	FOUNDATION				-	-
		TOTAL	**8,350**	**8,483**	**8,034**	1.6%	-5.3%
		TOTAL NET ASSETS	**10,626**	**10,355**	**10,050**	-2.6%	-2.9%
		TOTAL LIABILITIES AND NET ASSETS	**15,477**	**15,941**	**14,589**	3.0%	-8.5%

Standard 9: Financial Resources

(Statement of Revenues and Expenses) Revised 12/30/2013

		FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2011)	MOST RECENTLY COMPLETED YEAR (FY2012)	CURRENT BUDGET (FY 2013)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
		OPERATING REVENUES					
	?	TUITION & FEES	8,431	8,849	9,137		
	?	ROOM AND BOARD					
	?	LESS: FINANCIAL AID	(3,105)	(3,389)	(3,523)		
		NET STUDENT FEES	5,326	5,460	5,614	-	-
	?	GOVERNMENT GRANTS & CONTRACTS	4,383	4,544	4,499		
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	15	9	17		
	?	OTHER AUXILIARY ENTERPRISES					
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	249	259	273		
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**9,973**	**10,272**	**10,403**	**-**	**-**
		OPERATING EXPENSES					
	?	INSTRUCTION	8,646	7,460	8,556		
	?	RESEARCH					
	?	PUBLIC SERVICE	45	10	27		
	?	ACADEMIC SUPPORT	4,542	4,515	5,059		
	?	STUDENT SERVICES	2,354	2,326	2,314		
	?	INSTITUTIONAL SUPPORT	3,313	3,449	3,324		
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	1,549	1,426	1,462		
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	1,789	1,765	1,682		
	?	AUXILIARY ENTERPRISES					
	?	DEPRECIATION (if not allocated)	754	856	716		
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**22,992**	**21,807**	**23,140**	**-**	**-**
		CHANGE IN NET ASSETS FROM OPERATIONS	**(13,019)**	**(11,535)**	**(12,737)**	**-**	**-**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)	12,255	10,673	**10,905**		
	?	INVESTMENT RETURN	12	8	**8**		
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	57	176	**67**		
	?	OTHER (specify):	-	-			
		OTHER (specify):					
		OTHER (specify):					
		NET NON OPERATING REVENUES	**12,324**	**10,857**	**10,980**	**-**	**-**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**(695)**	**(678)**	**(1,757)**	**-**	**-**
	?	CAPITAL APPROPRIATIONS (public institutions)	752	345	**1,391**		
	?	OTHER	(328)	28	**(69)**		
		TOTAL INCREASE/DECREASE IN NET ASSETS	**(271)**	**(305)**	**(435)**	**-**	**-**
		check totals	(270)	(306)	(434)		
		dif should be equal to zero	1	(1)	1		
		Manually adjust for any rounding differences					

Standard 9: Financial Resources

(Supplemental Data) Revised 12/30/2013

		FISCAL YEAR ENDS month & day (06/30)	2 YEARS PRIOR (FY 2011)	MOST RECENTLY COMPLETED YEAR (FY2012)	CURRENT BUDGET (FY 2013)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	10,626	10,355	10,050		
		TOTAL INCREASE/DECREASE IN NET ASSETS	(271)	(305)	(435)		
		NET ASSETS END OF YEAR	**10,355**	**10,050**	**9,615**	-	-
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	976	1,090	1,148		
		FEDERAL, STATE & PRIVATE GRANTS	3,925	4,070	**4,057**		
		RESTRICTED FUNDS					
		TOTAL	**4,901**	**5,160**	**5,205**	-	-
		% DISCOUNT OF TUITION & FEES	-37%	-38%	-39%		
?		% UNRESTRICTED DISCOUNT	12%	12%	13%		
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

Standard Ten: Public Disclosure

Description

The MxCC website has undergone several redesigns during the past five years with the intention of making it easier to use, more thorough, more accurate, and aesthetically more appealing. It is presently going through yet another makeover and migration to a new server as well. This migration, which encompasses the adoption of a new content management system, will allow the college to keep up-to-date with trends and technology changes that, in turn, will allow us to more easily keep the website relevant, attract new students, and best serve the college's website visitors. The college now employs a full-time webmaster which has greatly helped to ensure the accuracy and currency of the website. The 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.

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.

The MxCC catalog is available as a PDF file as well as a web-based catalog. A description of the college is available in that document, as well as on the general website. The college recently transitioned from a print catalog—the last printed catalog was for academic year 2011-2012—to an online catalog. An archive of print catalogs is available in the Records Office and the most recent print catalogs are available on our website.

With the addition of a full-time webmaster the college has been able to more easily maintain the accuracy of and consistency between all of our print and web-based publications. Prospective students, current members of the MxCC community, and the public can find on the college's website and web-based catalogs all necessary information regarding programs admissions requirements and procedures, tuition and fees, refund policies, student conduct policies, and withdrawal policies. Of particular mention is the college's information regarding transfer planning. As a community college whose students frequently transfer to four-year institutions, particularly public colleges and universities within Connecticut, the Career Development and Counseling Center has developed a transfer planning website that is extraordinarily thorough.

A recent addition to the college's website is a section of full faculty and staff bios. The website and catalog has always contained basic information regarding degrees earned and the institutions granting them, but in 2011, faculty were encouraged to develop their own web pages containing both academic and more personal information if they chose. The Marketing

Department assisted with writing and publication and it is expected that before too long all members of the faculty and staff will have a profile page.

The home page has a link to the ConnSCU System website where one can obtain information about the System and its governing board. The college's website also provides complete information about courses, programs, and services available at the Meriden Center.

All MxCC programs are available in all academic years unless a program is being permanently closed. In this case we notify current students directly that the program will be closing and they will have two years in which to complete their coursework. The Admissions staff also notify prospective students of program closures when they inquire. The college has not routinely eliminated courses from the print catalog that have not been offered for more than two years; rather we have deleted such courses from the on an intermittent basis only. The MxCC website has a "Fast Facts" section easily accessible from the "About Us" menu. Our Fast Facts contain information about students, faculty, degrees and certificates, transfer opportunities, budget, and size of the campus.

MxCC's core competencies are posted on the college's website and they are discussed with students, to a lesser extent, and parents, to a greater extent, at new student orientation and parent orientation (held concurrently). The college publishes the employment outlook and salary information for various careers based on our programs. We also publish three-year completion/graduation, transfer out and still enrolled rates with our Student Right-to-Know information. Both current and prospective students can easily access information from the college website about tuition and fee rates, financial aid, and scholarship information. We have not published information about anticipated student debt on our own website but we do provide a link to the New Price Calculator where students can go to estimate this cost.

Loan Statistics

Year	Total Amount Borrowed	# of Recipients	Average Loan Amount
2012-2013	$587,929	151	$3,894
2011-2012	$657,259	174	$3,777
2010-2011	$610,867	182	$3,356

Middlesex Community College collects and maintains a wide range of data to support statements we make regarding program excellence such as pass rates on national certifying exams for our programs in Radiologic Technology or Ophthalmic Design and Dispensing, achievements of faculty, or achievements of graduates when such information is available. MxCC's accreditation status can be read in our catalog and in the "About Us" section of the website.

Appraisal

Middlesex Community College recently made the transition from a print catalog to a web-based catalog. College officials have discussed a variety of issues related to this including when to update the web catalog, archiving past catalogs, and maintaining accuracy and currency of the information while ensuring easy access for students to the specific version of a program under which they enrolled. The addition of graduation checklists—dating back to 2007—to the college's "P" drive and the implementation of the CAPP (Curriculum and Program Planning) module in Banner have been very helpful in this effort. The dean of academic affairs and dean of students are working with the director of marketing to finalize a protocol that calls for updating courses and academic programs on an annual basis and updating academic and student policies as of the policy effective date.

Through the self-study process we recognize that some data such as average debt upon graduation and job placement data have not consistently been made available to the public. The college would also like to post other data that might be more reflective of the goals of community college students than graduation rates. The website makeover and migration gives the college the perfect opportunity to add these data to our website.

Projection

1. MxCC plans to publish job placement data on the college's website. We will begin publishing these data during the 2013-2014 academic year. The project will involve the director of institutional research, dean of academic affairs, and webmaster.

2. Each academic division will review course offerings on a regular basis and remove from the catalog those that have not been offered in the past three years. This effort will begin in Spring 2014 and will be supervised by the division chairs and dean of academic affairs.

Institutional Effectiveness

Periodic review of our publications and website has become considerably easier with the hiring of a full-time webmaster. Student services sections, financial information, and academic policies are updated on an as needed basis to maintain accuracy. Courses and academic programs will be updated annually. The college recently contracted with a call center to assist us with calls to the Financial Aid Office. The call center will work with us to help determine what financial aid information can be incorporated into the website to make such information more available to students.

Standard 10: Public Disclosure

	Information	Web Addresses	?	Print Publications
	How can inquiries be made about the institution? Where can questions be addressed?	http://mxcc.edu/Content/Contacts.asp		Enrollment Guide & Course Listing: Fall & Summer 2013, page16 Admissions folder
	Notice of availability of publications and of audited financial statement or fair summary	http://mxcc.edu/Content/About_Us.asp http://www.mxcc.edu/Content/Catalogs_Courses_and_Calendars.asp		Online only
	Institutional catalog	http://www.mxcc.edu/Content/Catalogs_Courses_and_Calendars.asp		Online only
	Obligations and responsibilities of students and the institution	http://www.mxcc.edu/Content/Campus_Policies_1.asp http://www.mxcc.edu/Content/Policy_on_Student_Rights.asp http://www.mxcc.edu/Content/Policy_on_Student_Conduct.asp		Online only
	Information on admission and attendance	http://www.mxcc.edu/Content/Admissions_1.asp http://www.mxcc.edu/Content/Academic_Standing_2.asp		Enrollment Guide & Course Listing: Fall & Summer 2013, page3 for admission information; attendance policy is online only
	Institutional mission and objectives	http://www.mxcc.edu/Content/About_Us.asp#mission http://www.mxcc.edu/images/customer-files//MxCCStrategicPlan_11-16.pdf		Enrollment Guide & Course Listing: Fall & Summer 2013, page 2 for Mission Statement; objectives online only
	Expected educational outcomes	http://www.mxcc.edu/images/customer-files/CoreCompetencyDefinitions.pdf		Online only
	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.mxcc.edu/Content/About_Us.asp		Online only
	Requirements, procedures and policies re: admissions	http://www.mxcc.edu/Content/Future_Students.asp http://www.mxcc.edu/Content/Admissions_1.asp		Enrollment Guide & Course Listing: Fall & Summer 2013 for requirements and procedures; policies are online
	Requirements, procedures and policies re: transfer credit	http://www.mxcc.edu/Content/Transfer_Students_2.asp http://www.ct.edu/admission/transfers#csu		Enrollment Guide & Course Listing: Fall & Summer 2013, page 11
	A list of institutions with which the institution has an articulation agreement	http://www.mxcc.edu/Content/Transfer_Planning.asp		Online only
	Student fees, charges and refund policies	http://mxcc.edu/Content/Tuition_and_Fees_1.asp http://mxcc.edu/Content/Registration_and_Free_Deposit_and_Refund_Policy.asp		Enrollment Guide & Course Listing: Fall & Summer 2013, page8-9
	Rules and regulations for student conduct	http://mxcc.edu/Content/Policy_on_Student_Conduct.asp		Online only
	Procedures for student appeals and complaints	http://mxcc.edu/Content/Policy_on_Student_Rights.asp		Online only
	Other information re: attending or withdrawing	http://mxcc.edu/Content/Registration_and_Free_Deposit_and_Refund_Policy.asp		Enrollment Guide & Course Listing: Fall &

	from the institution			Summer 2013, page 7,8, 9, 10 (add/drop)
	Academic programs	http://mxcc.edu/Content/Degree_Programs_1.asp		Enrollment Guide & Course Listing: Fall & Summer 2013
	Courses currently offered	http://www.mxcc.edu/Content/Catalogs_Courses_and_Calendars.asp		Enrollment Guide & Course Listing: Fall & Summer 2013
	Other available educational opportunities	http://www.mxcc.edu/Content/Catalogs_Courses_and_Calendars.asp http://www.mxcc.edu/Content/Honors_Program.asp		Enrollment Guide & Course Listing: Fall & Summer 2013: Transitional Year Program, summer remedial (Fast Track) math and reading/writing seminars, distance learning, Continuing Education (C.N.A. and Personal Trainer)
	Other academic policies and procedures	http://www.mxcc.edu/Content/College_Catalog_HTML_Format.asp		Enrollment Guide & Course Listing: Fall & Summer 2013; photo policy page 2, vaccination requirements/documentation page 3, FAFSA eligibility, page 4, Basic Skills Assessment exemptions page 5, academic advising for new students page 6, how to log on to myCommNet page 7, Cross Registration, Senior Registration, Withdrawal Policy, No Attendance Policy page 7, Refund Policy page 8, Financial Obligation Policy page 9, tuition waivers page 9, General Information page 10-11
	Requirements for degrees and other forms of academic recognition	http://www.mxcc.edu/Content/Transfer_Planning_101.asp each individual program has a degree requirement section. See http://www.mxcc.edu/Content/Programs_of_Study.asp http://www.mxcc.edu/Content/Academic_Standing_2.asp		Online only
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.mxcc.edu/Content/Faculty.asp http://www.mxcc.edu/Content/Adjunct_Faculty_2.asp		Enrollment Guide & Course Listing: Fall & Summer 2013, page 13 with just program affiliation
	Names and positions of administrative officers	http://www.mxcc.edu/Content/Staff.asp		Online only
	Names, principal affiliations of governing board members	http://www.mxcc.edu/Content/Advisory_Boards_1.asp		Online only

	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	http://www.mxcc.edu/Content/Meriden_Center_1.asp http://mxcc.edu/Content/Programs_and_Services.asp http://mxcc.edu/Content/Meriden_Center.asp		Enrollment Guide & Course Listing: Fall & Summer 2013
	Programs, courses, services, and personnel not available in any given academic year.			
	Size and characteristics of the student body	http://www.mxcc.edu/Content/fastfacts.asp		Fast Fact sheet
	Description of the campus setting	http://www.mxcc.edu/Content/Campuses.asp		Admissions folder
	Availability of academic and other support services	http://www.mxcc.edu/Content/Academic_Support.asp http://www.mxcc.edu/Content/Career_Development_and_Counseling_Center_1.asp		Online only
	Range of co-curricular and non-academic opportunities available to students	http://www.mxcc.edu/Content/Student_Activities.asp		Online only
	Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.mxcc.edu/Content/Honors_Program.asp http://www.mxcc.edu/images/customer-files/CoreCompetencyDefinitions.pdf http://www.mxcc.edu/Content/About_the_College_1.asp		Admissions folder
	Institutional goals for students' education	http://www.mxcc.edu/Content/About_the_College_1.asp http://www.mxcc.edu/images/customer-files/CoreCompetencyDefinitions.pdf		Online only
	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	http://www.mxcc.edu/Content/Student_Right_to_Know_Act_Information.asp http://www.mxcc.edu/Content/Ophthalmic_Design_and_Dispensing_Graduate_Statistics_1.asp http://www.mxcc.edu/Content/Radiologic_Technology_Statistics_and_Accreditation_Status.asp		Online only
	Total cost of education, including availability of financial aid and typical length of study	Typical length of study of each program is listed under each individual program under the category of "How Long Will You Have to go to School?" http://www.mxcc.edu/Content/Programs_of_Study.asp Net Price calculator: http://bor.ct.edu/finaid/netprice/f_npcalc.htm		
	Expected amount of student debt upon graduation	http://bor.ct.edu/finaid/netprice/f_npcalc.htm		
	Statement about accreditation	http://www.mxcc.edu/Content/License_and_Accreditation.asp		

Standard Eleven: Integrity

Description

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 helping students develop "an enriched awareness of our shared responsibilities as global citizens." Additionally, the college includes among its core competencies the concept of values, ethics, and responsible citizenship.

In addition to the college's own philosophy, the college follows contractual and Board of Trustees policies and procedures that insure it continues to operate with ethical principals in mind. These policies and procedures concern themselves with the areas of ethical conduct, financial aid code of conduct, IT policies, nondiscrimination, and academic freedom.

Faculty and staff are made aware of Middlesex's mission, philosophy, policies, and procedures through various mechanisms. When hired, each new employee is asked to review the college's Employee Policy and Procedure Manual (PPM) located on the college's "P" drive. The PPM addresses ethical dealings with faculty, staff, students, and the public. Many of the policies in the PPM are excerpted directly from the BOT Policy Manual. Some of the topics related to integrity include a code of ethics for state employees; equal opportunity statement; ADA accommodations and grievance procedures for employees as well as for the public; affirmative action grievance procedures; affirmative action procedures for employment searches; equal opportunity policy statement; policy statements regarding people with disabilities, racism and acts of intolerance, and sexual harassment; and a nondiscrimination policy. These policies are distributed on an annual basis to all employees by the director of human resources.

Faculty and staff also receive documents from their representative unions that address ethical issues and explicitly address procedures regarding promotion and tenure. Faculty and professional staff have a collective bargaining agreement between the Board of Regents and the 4Cs while all other employees, with the exception of managers, are covered by one of the contracts on the website of the State of Connecticut's Office of Policy and Management. All agreements address issues of nondiscrimination and grievances and the 4Cs contract also addresses the specific issue of academic freedom. In addition to receiving the above printed materials, faculty and staff attend meetings where the college's mission is discussed and participate in workshops for sexual harassment prevention and diversity training.

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 per Board of Regents and NEASC approval.

As an open admission institution, all students who have completed high school are eligible to enroll. Although beginning in Fall 2014 PA12-40 will restrict our ability to offer the lowest level

remedial courses the college will, as it always has, honestly discuss with students the courses and services we do or do not provide to help them be successful.

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.

MxCC embraces diversity through a variety of mechanisms. The college files an affirmative action report with the State of Connecticut every other year which addresses affirmative action goals in the search process for faculty and staff. There is a President's Committee on Diversity whose goal is to engage the community and the college through programming activities on ethnicity, race, gender, class, religion, sexual orientation, and physical or other disabilities. In addition, the college has a "D" or diversity course requirement ensuring that all graduates take some courses that emphasize diversity during their time at MxCC. (Implementation of TAP will eliminate the need for this requirement.)

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. Our mission statement reinforces the idea that we provide a "high quality, affordable, and accessible education to a diverse population" and it is a statement that is embraced by the college community in its entirety. Through assessment, program review, and faculty evaluation the faculty continually ensure that they provide a high quality education. Student affairs staff focus on issues of accessibility and affordability through our grants and financial aid programs.

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. These efforts were undertaken to be in compliance 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 fruitful exchanges.

Appraisal

Information about admission to the college, enrollment, and financial aid is easily accessible from the college's website. From the home page, all one has to do is click "Apply to MxCC" to be brought to the college's enrollment guide. The guide contains clear information about the application process, taking the basic skills assessment test, applying for financial aid, and registering for classes. Information about student rights and responsibilities are also easily accessible on the web in the web-based catalog and student handbook. Students who take the time to learn about their rights and responsibilities, or who attend new student orientation and freshman seminar courses, are exposed to college polices in detail. Through these activities students receive pertinent information. The expansion and improvement of new student orientation has helped broaden the dissemination of policies pertaining to students though we still try to find other methods of informing students about campus policies.

Several new vehicles for communicating with students are being employed. One of these is *The In-stall-ation*, a monthly newsletter from the dean of students that is hung in the toilet stalls each month. *The In-stall-ation*, which originated in 2009, contains information about registration, advising, financial aid requirements, and college policies on an as-needed basis. It also provides information on upcoming events, requests for participation in surveys, and other fun things that might pique students' interest. Despite its silly name and location, it is frequently cited by students as a primary source of information. Another new means of communication is through student email, introduced in October 2012. For the first time, students throughout the Connecticut Community Colleges have a college email address. MxCC has extensively announced its availability and use as the official channel of communication by the college. Students are being encouraged to check their MxCC email daily for announcements and information about financial aid, registration, policies, events on campus, etc. The new email system also allows students to forward their college email to their personal email address. Although college employees have waited a long time for the implementation of student email the students have not embraced the system as we had hoped. Although data on the actual number of students who have set up their student email is located on a server that is not accessible to us, student feedback indicates that only a small percentage have done so. The college now has a full-time webmaster which has helped enormously to provide thorough and accurate information on the college's website.

Since our 2002 self-study, the college has made great strides in disseminating policies and procedures to faculty and staff although there are still areas of concern. The Employee Policy and Procedure Manual (PPM) is a comprehensive document that, because of its conversion about four years ago to an electronic document, is updated as needed. Further, in 2005, the director of human resources at that time developed a new employee orientation which has significantly increased our ability to convey important information to new faculty and staff.

The administrative officers of the college; i.e. the president, dean of finance and administration, dean of academic affairs, dean of students, and director of human resources are charged with the responsibility of compliance with the stated policies in the PPM.

One area of concern is the college's shared network or "P" drive. The drive lacks organization making it difficult to find the documents one needs. Additionally, the drive is only accessible on campus. A full-time employee who needs information from the "P" drive while working at home has no way to access the information. An adjunct faculty member, who does not have an assigned campus computer cannot access the "P" drive at all. As a repository of key information regarding policies, procedures and records, it needs to be easily accessible to faculty and staff. No one monitors the "P" drive and some things that should be posted—minutes of meetings, for example—are not. To improve transparency, minutes of all committee meetings open for public inspection should be posted regularly and in a timely fashion on the "P" drive.

Another area of concern is what is perceived as the great amount of attention given to ethical issues and college policies as they apply to students as opposed to faculty and staff. For example, the academic honesty policy is on every course syllabus a student receives and *The In-stall-ation* frequently addresses issues relating to college policies. Faculty and staff do not receive such constant reminders, however. Due to a transition in our Human Resources Office some of the policies that were routinely disseminated have not been disseminated recently.

The President's Committee on Diversity (PCOD) is a long-standing committee at Middlesex, though its functioning has been inconsistent. PCOD was recently provided with a small working budget with which to plan activities and this has improved its ability to provide worthwhile programming for the college community.

One area in which the college has made great strides, due to policies implemented systemwide, is in that of identity protection where personal or Confidential Identity (PCI) data exist in computerized records. Over 95% of the college's full-time employees participated in training for the purpose of running Identity Finder software on their computers. This software identifies records that might contain compromising information if security was breached. Each college employee is supposed to run Identity Finder every two weeks. The administration has become more aggressive in requiring all employees to incorporate the running of Identity Finder into their activities on a regular basis.

Projection

1. Middlesex Community College plans to conduct a thorough review of the "P" drive to determine its current value in light of technology that was not available when the "P" drive was first developed. If found still to be of value, the college will reorganize the drive for ease of use and will establish policies for the posting of information. This project will occur in the 2013-2014 academic year and will be the responsibility of staff under the supervision of the dean of finance and administration.

2. The college will issue to all employees on a biannual basis a statement reminding employees of the systemwide policies on ethics, equal employment opportunity, and sexual harassment. The college will spend more time at the beginning of each semester reviewing our ethical responsibilities to students, to each other, and to our community. This initiative will be implemented in Fall 2013 and will be the responsibility of the director of human resources.

Institutional Effectiveness

One way of assessing how the college is doing in the area of integrity is by participating in the "Great College to Work For" survey. MxCC participated for the first time in 2012 and again in 2013, and was selected in both years as a great college to work for. We receive a great deal of support from the System's legal counsel regarding student issues such as FERPA and disabilities support; and abide by the State regarding ethics. Finally, when issues are brought to our attention by a student or employee, we typically conduct an internal review of the purpose and relevance of these policies to ensure the fairness of both the policy and its application.

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty		http://www.mxcc.edu/Content/Policy_on_Student_Conduct.asp and http://www.mxcc.edu/Content/Academic_Standing_2.asp	Dean of Students
Intellectual property rights	2012	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	
Conflict of interest	Oct. 2002	BOT Ethical Conduct Policy (URL no longer available due to removal of old Board of Trustees website)	Human Resources Dir.
Privacy rights	March 2010	http://mxcc.edu/Content/Admissions_3.asp	Records Office
Fairness for students	May 2002	http://www.mxcc.edu/Content/Policy_on_Student_Rights.asp	Dean of Students
Fairness for faculty	2012	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs and HRD
Fairness for staff	2012	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs and HRD
Academic freedom	2012	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs and HRD
Other: Copyright_____	2012	http://www.mxcc.edu/Content/Copyright_1.asp	Dean of Academic Affairs
Other _____ ____			

Non-discrimination policies			
Recruitment and admissions		http://mxcc.edu/images/customer-files/L_OnlineForms/FinalMxCCAPP4-26-11.pdf	
Employment		http://www.mxcc.edu/Content/MxCC_Employment_Opportunities.asp	Human Resources Dir.
Evaluation	2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	Human Resources Dir.
Disciplinary action	2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	Human Resources Dir.
Advancement	2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	Human Resources Dir.
Other: People with Disabilities		http://www.mxcc.edu/Content/Campus_Policies_1.asp	Disability Coordinator and Dean of Students

Resolution of grievances			
Students	May 2002	http://www.mxcc.edu/Content/Policy_on_Student_Rights.asp	`
Faculty		http://www.the4cs.org/contracts-benefits/4cs-contracts/	Human Resources Dir.
Staff		http://www.the4cs.org/contracts-benefits/4cs-contracts/	Human Resources Dir.
Other			
_____			

Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1 Non-discrimination Policy	Aug. 2012	http://www.mxcc.edu/Content/Diversity_and_Inclusiveness.asp	Dean of Students and Human Resources Dir.
2			
3			
4			
5			

Appendix I: Affirmation of Compliance

New England Association of Schools and Colleges
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.mxcc.edu/Content/Academic_Policies_1.asp
Print Publications	
Self-study/Fifth-year report Page Reference	P. 40

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

URL	http://www.mxcc.edu/Content/Transfer_Students_2.asp; http://www.mxcc.edu/Content/Systemwide_Transfer_Appeals_Committee.asp; http://www.mxcc.edu/Content/Transfer_Articulation_Agreements.asp
Print Publications	
Self-study/Fifth-year Report Page Reference	P. 41, 42, 44, 113, 114, 119

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

URL	http://www.mxcc.edu/Content/Policy_on_Student_Rights.asp
Print Publications	
Self-study/Fifth-year Report Page Reference	P. 74, 121

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

Method(s) used for verification	Secure login to an Enterprise-level online course management system, using a unique user ID not connected to the student's actual name or personally identifying data. Some distance learning courses conduct required on-campus exams where students are asked to bring photo identification.
Self-study/Fifth-year Report Page Reference	P. 44

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

URL	http://www.mxcc.edu/Content/About_Us.asp; http://www.mypublicnotices.com/Courant/PublicNotice.asp?Page=PublicNotice&AdId=3272538
Print Publications	The Hartford Courant; The In-stall-ation
Self-study Page Reference	P. 144—list of workroom documents

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 30, 2013_____