



# MIDDLESEX COMMUNITY COLLEGE ~ STRATEGIC PLANNING RETREAT MATERIALS



FIO PARTNERS



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## INTRODUCTION MIDDLESEX COMMUNITY COLLEGE STRATEGIC PLANNING EFFORT

The following information package contains the information gathered by Fio Partners, LLC in support of the Middlesex Community College's strategic planning process. This information was gathered through September 2016 – January 2017.

This Information Package is designed to provide the participants of the Planning Retreat an opportunity to review the base of information that has been collected. The information captures observations of the organization from a variety of perspectives and also includes internal data and trends.

Each participant should read over and digest the information gathered. Each participant should come to the strategic planning retreat ready to create the goals for the College based not only on their knowledge and opinion but representing the greater group of individuals represented within this base of information.

The objective of the retreat will to craft a plan to guide the College over the next three years.

### **Common definition of “strategic plan”**

Why have a strategic plan?

- ❑ To guide the future growth, improvement and development of the College
- ❑ To help all who are involved in campus efforts, internal and external, to understand the direction in which it will be developing over the next 5-10 years.
- ❑ To shape the future for the College

The strategic plan:

- Assumes improvement/growth/change – will primarily focus on what needs to be changed, improved or created.
- Builds off the previous strategic plan.
- Defines long and short term goals
- Is a shared vision.
- Is used to determine need for funding, building development/expansion and programmatic direction.
- Is a common language for all – can be used to build awareness to the community.
- Reaffirms the mission and values of the organization.

- Helps to shape the essential services and functions of the College.
- Determines the relationship the College has with town government – both the formal relationship but also the informal collaboration that must take place.

## THE PLAN'S COMPONENTS

The foundation of the Strategic Plan will be the **mission, vision, and values** of the organization- which we will review and adjust as part of the retreat.

We will then create strategic goals for five key areas:

### **Programmatic Strategy: Our Impact on Students**

- Student Learning
- Student Experience

### **Relational Strategy: Evolving Our Relationships:**

- With the General Public
- With Our Community
- With Our Donors

### **Supports & Safeguards: Our People, Our Spaces, Our Systems**

- Human Resources/Organizational Climate
- Shared Governance
- Physical Plant/Facilities
- Technology

### **Monitoring Our Impact & Progress: Evaluation and Organizational Learning**

#### **The Usefulness of the Strategic Plan**

The Strategic Plan is a living document that is a road map by which the College leadership should be held accountable. The Plan should be utilized to inform annual operational planning. Progress against goals can be monitored by ensuring regular updates on plan progress at all-college meetings.

For each area, there will be an overarching goal and approximately 4-6 major strategies to accomplish each goal. The goals are not set in concrete – inflexible and unbendable. They are a statement of direction at a point in time. However, if a choice is made to stray from a stated goal or strategy, the individuals making that decision must provide a justification and response to

the College community as alternative strategies to achieve the goal. In this way, the plan maintains its life and usefulness. It is also recommended that it be a 3-year plan to keep the goals real and achievable.

#### WHAT TO DO WITH THE INFORMATION PACKAGE

- ☐ Read it.
- ☐ Think about what you have read.
- ☐ Write in it.
- ☐ Highlight things of interest.
- ☐ Bring the Information Package to the Strategic Planning retreat.

## RETREAT AGENDA

**12:30PM – 5:00PM**

*Lunch will be served.*

**12:30PM – Lunch available.**

**1:00PM – Retreat Starts/Introductions**

**1:15PM - Discussion of Information Base:** *What did you learn? What surprised you?*

**1:45PM – Input into Mission, Vision, and Values**

- What is the core of what we provide? And the ultimate outcome on those we serve?
- What are values that guide us in our work?
- What is our vision for our organization?

**2:30PM – Evolving Our Work: Student Learning and Student Experience**

**3:15PM – Evolving Our Relationships**

- With the General Public
- With Our Community
- With Our Donors

**4:00PM – Supports & Safeguards: Our People, Our Spaces, Our Systems**

- Human Resources/Organizational Climate
- Shared Governance
- Physical Plant/Facilities
- Technology

**5:00PM – Retreat Ends**

*Next Steps: Following the retreat, Fio Partners will consolidate the results of the discussions and craft a draft version of the strategic plan for review by the Executive Council.*

# MIDDLESEX COMMUNITY COLLEGE



## Student Pulse Survey Results

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*



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MIDDLESEX COMMUNITY COLLEGE  
**STUDENT PULSE SURVEY RESULTS**  
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## PARTICIPATION & DEMOGRAPHICS

119 online survey responses were received. The survey was available for 14 days. The majority of the survey respondents were female (67.6%) and between the ages of 18 and 34 (65.0%). Most respondents were also white/Caucasian (75.5%).

### Gender, Age & Race

What is your gender?		
Answer Options	Response Percent	Response Count
Female	67.6%	69
Male	27.5%	28
Other	2.0%	2
Prefer not to specify	2.9%	3
<b>answered question</b>		<b>102</b>
<b>skipped question</b>		<b>17</b>

What is your age?		
Answer Options	Response Percent	Response Count
18 to 24	41.7%	43
25 to 34	23.3%	24
35 to 44	15.5%	16
45 to 54	12.6%	13
55 to 64	5.8%	6
65 to 74	1.0%	1
75 or older	0.0%	0
<b>answered question</b>		<b>103</b>
<b>skipped question</b>		<b>16</b>

Which race/ethnicity best describes you?		
Answer Options	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0
Asian / Pacific Islander	3.9%	4
Black or African American	5.9%	6
Hispanic	8.8%	9
White / Caucasian	75.5%	77
Multiple ethnicity / Other (please specify): <ul style="list-style-type: none"> <li>White &amp; Hispanic (2), Half Japanese and half Caucasian, White and Black, Jewish, White &amp; Hispanic</li> </ul>	5.9%	6
<b>answered question</b>		<b>102</b>
<b>skipped question</b>		<b>17</b>

## Work & Live

Most respondents work and live in Middlesex and New Haven County. The towns with the highest number of students were Middletown, Wallingford, and Meriden.

<b>Where I Live</b>		
County	Total	Total
Fairfield County	1	1.1%
Hartford County	9	9.7%
Litchfield County	0	0.0%
<b>Middlesex County</b>	<b>52</b>	<b>55.9%</b>
<b>New Haven County</b>	<b>37</b>	<b>39.8%</b>
New London County	1	1.1%
Tolland County	0	0.0%
Windham County	1	1.1%
Out of state	1	0.0%
<i>Grand Total</i>	<i>119</i>	

<b>Where I Work</b>		
County	Total	Total
Fairfield County	2	2.2%
Hartford County	11	11.8%
Litchfield County	0	0.0%
<b>Middlesex County</b>	<b>41</b>	<b>44.1%</b>
<b>New Haven County</b>	<b>35</b>	<b>37.6%</b>
New London County	3	3.2%
Tolland County	0	0.0%
Windham County	0	0.0%
Out of State	1	1.1%
<i>Grand Total</i>	<i>93</i>	<i>93</i>

Students were asked, “On a scale from 1-5, how would you rate the overall quality of your program at Middlesex Community College?” 86% indicated a 4 or a 5.

### Words that come to mind...

The distribution of comments was categorized below:

The word cloud below represents the words in the open-ended responses:



Samples quotes from students:

- Success oriented, caring teachers and staff
- I can pay for it without stressing out
- Professional, Supportive, Friendly, Hardworking, Community
- Excellence, convenience, affordability
- Great instructors. Affordable. Excellent education.
- Friendly and supportive administration and professors.
- Humble on the outside, excellent education on the inside.
- Dedicated, helpful professors, welcoming student body
- Community, Calm, Helpful
- Challenge. Adventure. Constant Learning.
- Quality at great price
- Great school with a lot of learning opportunities for students. Very nice professors willing to help to the students in their development and academic/professional growth.
- A good school, with a good infrastructure and student curricula.
- Nurturing.
- Wonderful Instructors, Great Atmosphere, and all around a great way to improve your life.
- Community, helpful, involvement
- Where I will find the start of my future.
- Step after high school. Fresh start.
- A great place to start my educational career.

### Input into the Future

Students were asked to select three of the initiatives that emerged from the student focus groups. The top three were – fitness and wellness programs on campus, improve the range of student activities and engagement, and increase food services.

Top Three Initiatives		
Answer Options	Response Percent	Response Count
Offer fitness and wellness on campus (programs)	62.9%	73
Improve range of student activities and student engagement	46.6%	54
Food services (hours available, options)	44.8%	52
Improve campus-wide communication about events	42.2%	49
Increase hours at the Campus Library	37.9%	44
Offer music lessons, instruments, and music space on campus	33.6%	39
Increase resources for student leaders	17.2%	20
Develop improved performance space	17.2%	20
<b>answered question</b>		<b>116</b>

After students selected their top three, they were asked again, of their top 3, which would be their top choice. Offer fitness and wellness programs on campus, increase hours at the Campus Library, and improve range of student activities and student engagement were the top three results.

Of the 3 you selected, what would be your top choice?		
Answer Options	Response Percent	Response Count
Offer fitness and wellness on campus (programs)	33.6%	37
Increase hours at the Campus Library	17.3%	19
Improve range of student activities and student engagement	14.5%	16
Food services (hours available, options)	12.7%	14
Improve campus-wide communication about events	9.1%	10
Offer music lessons, instruments, and music space on campus	8.2%	9
Increase resources for student leaders	3.6%	4
Develop improved performance space	0.9%	1
<b>answered question</b>		<b>110</b>
<b>skipped question</b>		<b>9</b>

### Meaningful Moments

Students were asked to share a meaningful anecdote or moment from their Middlesex Community College experience. 47% respondents provided a response.

The key themes included personal achievements, experiences with professors, supportive staff, relationships with other students, and college resources.

Category	Representative Comments
Professors (17)	<ul style="list-style-type: none"> <li>I made a request that I be placed in a class where I could truly improve my writing. In every class I had with Dr. Jones, I witnessed her meeting every student where they were and bringing them to their next attainable level. It was a truly valuable experience.</li> <li>The teachers are great and understanding and will go the long mile for you</li> <li>Professor Kimberly Thomas and Judy Wallace are awesome! Incredibly knowledgeable people who honestly care about the education and future endeavors of their students.</li> <li>I took Philosophy with Professor Patterson over the fall and really enjoyed my experience. I was very apprehensive because I did not have a good experience with an ethics teacher in the past. However, Professor Patterson really helped me succeed and enjoy my Philosophy class. I was able to really dive in and become immersed in the class. A very enjoyable and helpful experience for me.</li> <li>When I first started out I thought it was going to be difficult and the homework was going to be hard, but as I went on it got a little easier and the teachers helped out a lot.</li> <li>There was a day in my 2D-Design course that we went to the library and looked at Professor Matt Weber's exhibit on his work with wood, and that was a really cool experience because I'm looking for a career in art in the future, and it was interesting to see the different materials you can use to create beautiful artwork.</li> </ul>

Category	Representative Comments
	<ul style="list-style-type: none"> <li>• The Professors have been outstanding! They are always available to help in any way. They are encouraging.</li> <li>• The professors have been exceptional, even in the sense of inspiring. There is alot to learn in a short time, their patience, willingness to help and encouragement is so appreciated.</li> <li>• This was last semester in my English 096 course. The instructor was great. She used humor, real life, and her own personality to help people learn. She was always there to help. I was in touch with her throughout the entire semester through email, no matter what the subject was she was there to help. I started to go to college last year to better my life and I also use school for therapy. I am agoraphobic and have a hard time with social interaction. I expressed this to my instructor and I asked not to be treated any differently and she did as I requested but she did take my issue into consideration. We worked out a plan if I was getting uncomfortable in class I had permission to step out in the hall or even leave I just had to let her know what was wrong . I had done this once and I just got up from my seat and left. She didn't stop me or even give me a hard time. I wrote her an email explaining why I left class. I did get a mark down for leaving. That was fine with me as long as she understood what happened and did not make a scene out of it. I really love this college and its faculty. Thank you for the wonderful experience and life help.</li> <li>• The mentoring of Dr. Levy has been the most uplifting experience in my academic career. Feeling supported and appreciated goes a long way.</li> <li>• I enjoyed my entire experience at MxCC! I enjoy how the professors teach and take time to make sure I understood what was being taught! They also let me know when I was doing great!</li> <li>• MxCC has been the best decision of my life. My professors have been so helpful and my peers have become very good friends. It has me excited to learn and continue to get an education as well as a career</li> <li>• Professors are very aware that all of people in community college are also juggling full time work, families etc. Professors tend to be understanding to certain life situations that unexpectedly could delay school related goals.</li> </ul>
Achievements (10)	<ul style="list-style-type: none"> <li>• After separating from the military I was very scared and nervous about what the future would hold. I immediately went back to what I did prior to the military but noticed I had no longer enjoyed that career. I decided to go back to college but was extremely nervous because I didn't do so well on high school. The staff and students made me feel very welcome and I became more comfortable about the idea of going back to school. I'm glad I enrolled in Mxcc I ended up with straight As in my first semester which boosted my confidence to realize that anything is possible.</li> <li>• I think receiving a scholarship from the foundation motivated me and pushed me to continue.</li> <li>• I made the Dean's list.</li> <li>• Finally getting an A on my English Composition Essay. Loved prof.</li> <li>• After graduating from high school in 1980, it feels so great to be able to go back to college.</li> <li>• The moment when I got my final grades back, and most of them were A's with the sad B.</li> </ul>

Category	Representative Comments
General (8)	<ul style="list-style-type: none"><li>• You guys took me in when no other college would. MxCC gave me another chance at school.</li><li>• This is a place that I love to be. With everyone coming back from vacation it was nice to see the excitement and enthusiasm and new faces. Feels like you're coming home.</li><li>• It is hard for me to pin down a single moment. I love Middlesex so much, I am always happy to be on campus.</li><li>• Everyone was very welcoming and helpful when I needed them.</li><li>• The feeling of knowing that you're important and people care about your education and future.</li></ul>
Staff (4)	<ul style="list-style-type: none"><li>• The process to sign up for classes was made easy by front line administration. This type of support helps a students' engagement.</li><li>• Being welcomed by the staff.</li><li>• The staff at MxCC are all friendly &amp; very helpful.</li><li>• I appreciate the guard out front. He is always pleasant and I feel that he is keeping a constant eye out to make sure we are safe.</li></ul>
Students (4)	<ul style="list-style-type: none"><li>• Through some of the prerequisite classes I've taken, I've been able to make friends with people who are also going into the same program as me. It makes me feel more comfortable as a first-year student here.</li><li>• I was a complete shut in before I met the group I hang out with in MxCC. This group changed my life and the only reason I met them was due to this college.</li><li>• Being forced to work in groups in multiple classes pushed me to be more social and meet some great friends along the way. Because there are no dorms or ways to meet other students being forced to talk to others in class made it easier to meet friends.</li><li>• Daily interactions with my fellow students in shop.</li></ul>
Resources (3)	<ul style="list-style-type: none"><li>• During student orientation learned MxCC had a large number of resources (optical and media programs, computer repair/service).</li><li>• I have really enjoyed helping with the Magic Food Bus and the help that it has provided for so many students.</li><li>• I really like the tutoring help center.</li></ul>



## Mission and Vision

Students were asked “Which elements of the college's current mission and vision statement is the most important to you? 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.” High Quality Education, Affordable Education, and Accessible Education were viewed as the most important.

Answer Options	Not important at all	Less important	Neutral	Important	Extremely important	Rating Average
High Quality Education	0	0	4	25	<b>74</b>	4.68 (2)
Affordable Education	0	0	3	15	<b>84</b>	4.79 (1)
Accessible Education	0	0	7	20	<b>75</b>	4.67 (3)
Degree Opportunities	0	1	5	33	<b>64</b>	4.55
Certificate Opportunities	4	2	22	35	<b>37</b>	3.99
Lifelong Learning opportunities	0	3	16	32	<b>52</b>	4.29
University Transfer	3	0	12	21	<b>67</b>	4.45
Employment Training	2	1	13	28	<b>59</b>	4.37
Diversity	5	2	20	25	<b>51</b>	4.12
Civiv/Community Engagement	2	7	21	<b>39</b>	34	3.93

## Impact of MxCC

Students were also asked to indicate their agreement with the following statements: "My experience at Middlesex Community College encourages me to":

Answer Options	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Rating Average	Response Count
Value and respect differences	48	29	18	3	4	1.88	102
Be a leader in my community	37	25	34	5	2	2.13	103
Participate in activities in my community	35	28	28	8	3	2.18	102
Participate in local elections by voting	36	29	29	3	5	2.14	102
<b>Value education</b>	<b>73</b>	<b>23</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1.43</b>	<b>103</b>
Understand my role as a global citizen	36	37	26	1	3	2.01	103
<b>Ensure my family and children access educational opportunities</b>	<b>53</b>	<b>23</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>1.83</b>	<b>103</b>
Value early learning experiences for my children	40	22	33	5	2	2.09	102
<b>Pursue higher education (graduate degrees)</b>	<b>68</b>	<b>23</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>1.52</b>	<b>103</b>

## Additional Suggestions

The final open-ended question asked for any additional suggestion to improve the student experience:

### *Clubs and activities*

- Extended hours for activities for the evening students
- A club for Adult Learners, a friend of mine just started one at MCC.
- Be more supportive of new clubs. there are not enough. Cut the computer club down, they are too big.
- Offering more athletic extracurricular activities. For example, I have been taking ballroom dance lessons for two years now, and having a club for dance at the school would allow me to be closer to my classes and have a way to relieve stress from school work!
- Just more networking groups I know in class we network but outside of that a networking group would allow students to understand the importance of increasing their sphere of influence to get the most out of their career choices.
- Have activities during times that working students can attend. Most if not all are during the daytime when I couldn't participate. Also have some of the activities in the Meriden branch too
- Have a full-time director for student activities. Or at least a full-time secretary for student activities.

### *Programs and courses*

- Diversity in the choices for majors.
- To expand the courses offered and provide these courses at both campuses.
- It would help if the HIM program were accredited.
- More availability for online classes
- More online course selections and accelerated courses
- It would have been nice if the college had offer classes on Saturdays.
- More night classes available. As a student with a 40+ hour daytime job it is really hard to find things that work with my schedule.

### *Improve library*

- I went to Tunxis for a while -- make the library here like the library at Tunxis, space to work and spread out, quiet zone separate from the rest of the library, lots of plugs on the tables.
- Extended library hours; especially open on weekends.
- Quiet study space
- Have the library be like the library at Tunxis -- lots of tables and cubbies to spread out, plugs on tables, quiet study area separate from the rest of library"

### *Improve facilities*

- I think the campus could use a 'facelift'. I realize how trivial it seems compared to the quality of education I receive... but I think a college of this quality deserves nice buildings
- Replace dated equipment. It's 2017. Why are there still old school chalkboards?
- Control temperature in classes
- To have a child care place for us single mothers in the campus.
- Sometimes the bathrooms in Wheaton smell terrible, no toilet paper.

*Improve food services*

- My only suggestion would be to have more food choices and longer hours for food on campus. Many times my friends and I are on campus late and have to order food with delivery charges.
- I want the cafe to be open late and offer more nutritional food instead of junk food. I'm in school all day until 9 pm and I cannot get any good food after 2:00 pm and I have to eat the junk food from the vending machine

*Fitness options*

- I think we need sports in school.
- Exercise, and stress relief like free meditation groups.
- Offer more sports programs --Pickup basketball, baseball

*Tutors*

- To have the access to tutors
- Every class is important. Access to good tutors relating to a wide range of areas is also important. The professors are great to make themselves available as much as they can but they need assistance in the 'extra help/tutoring' area.
- I feel there needs to be more tutor availability not just for Math and English, but for other areas as well. There also needs to be qualified tutors to properly teach. I realize that some of the tutors are students themselves, it would be nice to have actual constant staff tutors who can be there everyday.

*IT Support*

- Computer knowledgeable people to aid with problems or questions regarding how to get projects done on Apple products.
- IT Department Workers need to be willing to help the students more when there is a problem with their laptops or computers

*Financial aid policies*

- I don't think it's right that MxCC is using my 60 credits that I earned over 30 years ago towards my financial aid. I receive no more financial aid because I'm maxed out at 90 credits.
- Improve access to financial aid for young adults;

*Additional suggestions*

- I would some of the teachers here to give more detailed explanations on our lessons, like writing them down on the board so that we can write them down.
- Some of the professors online do not engage the class enough or sometimes go weeks without going online.
- Hire invested instructors that build a curriculum that supports growth through experience, and are able to adapt to the classroom.
- Have more ways to work through rather than avoid confrontational, bitter, or otherwise negative experiences between people at the college, particularly the younger adults and other young adults/younger adults in leadership positions and staff.

# MIDDLESEX COMMUNITY COLLEGE



## CAMPUS VOICES

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*

# Middlesex Community College

## CAMPUS VOICES

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## PROCESS

In the fall of 2016, Fio Partners facilitated 16 general strategic planning focus groups with students, faculty, staff, and volunteers who support the Regional Advisory Council and members of the Board of the Foundation. 100 individuals participated in the focus groups. All of the focus groups were held on-campus both in Middletown and in Meriden.

The report is broken out by stakeholder perspective: students, staff and faculty, Regional Advisory Council members, and Foundation Board members.

For each stakeholder group, the key themes were identified for each area below:

- Strengths of the College
- Opportunities for Improvement
- Vision for the Future
- Trends to Monitor
- Additional Suggestions

The specific wording of the questions are captured in Appendix A.

## STUDENT VOICES

### Strengths

The primary strengths of the college through the eyes of the student are the support services provided to students, career guidance, flexible schedule and size of classes, campus amenities, academic offerings, connections to teachers, and affordability.

#### *Support Services*

- “Lots of extra help is available.”
- “Transferring is really common, they have people to help you through the process.”
- “Tutoring is available. You can sign up or just drop in.”
- “Books can be borrowed if I can’t afford to buy them. I can also rent laptops and notebooks for resources.”
- “Library is great – well stocked with great resources. The staff is very friendly and helpful.”

#### *Schedule and Size of Classes*

- “Flexibility in the schedules. It helped pick MxCC over other schools.”
- “It is convenient. The late hours of classes are good for working students. I am the first member of my family to go to college. I work in our family business during the day and come to class at night.”
- “There is a good amount of time between classes – can get work done.”
- “Class size is perfect (not too big, or too small – Honors class (12), Math (24-25)).”

#### *Campus Amenities*

- “There are places where we can relax and socialize.”
- “Homey” feel to the campus.”
- “Good amenities – Student lounge is great!”
- “Rec Room is a great place to hang out”

#### *Academic Offerings*

- “Lots of classes to choose from.”
- “Wide range of curriculum opportunities – not just classes, but things that are related to your field of study (i.e. nursing not offered as a major, but there are classes needed to transfer into a nursing program).”
- “Offerings are great for a small campus.”

#### *Connections to Teachers*

- “Teachers are engaged and patient.”
- “Like the professors, even if we don’t like the class.”
- “Really good connection between students/teachers/staff.”
- “Better learning experience where teachers and students develop strong connections.”

#### *Affordability*

- “Affordable classes”

- “Great education for the money. Classes are on par with other schools such as the University of Hartford.”

## Vision for the future

Students expressed a range of suggestions when asked what their vision for the future of college would include. From campus amenities to a more-engaged student body, students suggestions tended to focus on improving their day-to-day experiences.

Suggested campus improvements expanded food services hours and availability, an on-campus fitness center, integration of technology into furnishings and classrooms, and a continued focus on campus sustainability.

- “Longer cafeteria and kitchen hours, not in sync with class schedules (gaps between classes and then classes go until 9pm, but cafeteria closes at 1:30pm – maybe a close and reopen).”
- “Could we bring in food trucks in the evenings?”
- “Meal plan option that you can include in your cost of college so you don’t have to think about it every week.”
- “Offer dining services after 2:00pm for late classes and students who come directly from work to class.”
- “Meriden center only has vending machines (5th floor) and they’re almost always out of service or doing something funky.”
- “Continue to reduce its carbon footprint; add solar panels, wind turbines.”
- “We need a gymnasium – “working out helps to clear my head”.”
- “Collaborative technology and furniture (i.e. desks that have clear tops that the computer can go under so that people in a class can work together in a mobile manner).”

Students were also focused on student engagement and involvement. Acknowledging the “commuter” experience of the campus, students lamented the level of student involvement and the challenge of maintaining student clubs. Students also noted the disconnect between the espoused student focus of the college with the decline in staffing to support student activities. Their vision included increased student engagement, leadership development opportunities, and a robust array of student activity offerings.

### Challenges

- “There are not that many student activities/clubs available here. We are not seeing the engagement in clubs as much because they tend to die out because no one joins.”
- “It takes a lot of responsibility, but people come and go because of low student involvement.”
- “There are a small number of people who take on lots of responsibilities and they become very busy; the people who join in don’t really do much – the same people are the heads of things over and over.”
- “Many of our suggestions are directly related to how the college prioritizes activities and engagement. The college terminated the full time students activities director and her secretary.”

### *Suggestions to Strengthen Leadership Development and Club Support*

- “Can there be leadership development opportunities for students? Once a year there is a leadership development something – but primarily associated with people who have already made the decision to step into a leadership role. We need to focus on inspiring new/other people to take on leadership



roles vs. cultivating existing leaders. That might lead to gradual expansion of leadership and ideas in general.”

- “If any student starts a club, that student takes on leadership responsibilities more so than any other member of the club. There is no “club starter” advisor or resources or coaching (maybe there is some info in the student activities room, but mostly people have to seek out the info on their own).”
- “Lots of students won’t go to clubs, but they’ll be in groups. How can we promote the benefits of being in a club?”
- “Improved student activities and extra-curricular experiences; I’d like to see them grow, have more focus, maybe even a bigger facility or space.”
- “Would like to see more music based opportunities; there are good visual art opportunities, but not much music focus.”
- “More student activities between classes.”
- “More organized clubs and student activities.”
- “Would like a drama or organized theater group.”

Academically, students envisioned both increased variety and opportunities. Suggestions included additional advanced classes, student internships, and opportunities to study abroad.

- “Add study abroad programs.”
- “Plan better for enrollment – add more technology classes.”
- “Add more electives. Not many to choose from – Cybersecurity would be a good addition to the curriculum.”
- “Add more internship opportunities.”
- “Add more advanced classes.”
- “Add more diverse majors. Accounting, teaching.”

## Trends to monitor

The most significant trend that students honed in on in the focus groups was technology – both as an ongoing tool for communications and a support to the educational experience. Students also noted the entertainment and social aspects as well.

### *Technology - Educational Uses*

- “In a sense, it helps because now deadlines are somewhat extended because we can submit assignments virtually.”
- “Ability to see grades in real time.”
- “Online textbooks are becoming more accessible - textbooks that I actually want to use/read.”
- “Laptops are rentable from the library -- not many students know that they can rent them (2 weeks at a time) and also have computer lab at the library too.”
- “Some teachers are ok with laptop use in class, but others are not. Lots of math classes (and math labs) are switching to level of work that makes computers necessary.”
- “More people looking into Chrome books vs. regular PCs.”

### *Technology - Communication*

- “Better method of communication (i.e. when class was cancelled, they got an email through BB).”
- “Use Facebook more for school communication.”
- “Text class information – we don’t always check our emails.”

- "Use Facebook more for school communication. Need more visibility and awareness of what's going on around campus."

#### *Technology - Entertainment*

- "Snapchat – almost everyone is on snapchat."
- "Instagram, Facebook, Twitter, LinkedIn, Snapchat used for social media."
- "People bring their own devices (TVs, gaming systems, etc.) into the student lounge (SMASH video gamers – trying to organize gaming events/club)."
- "Video games are popular with students."

Other trends mentioned by the students focused on concerns of student mental health and drug use on campus.

- "I've seen nitrous canisters and drug paraphernalia in the parking lot (slightly newer issue, specifically far end of Chapman)."

### **"If we gave you a magic wand,...."**

Students were given a "magic wand" to change one aspect of the college experience, many of the suggestions related to the physical plant of the campus, other addressed campus community, and specific areas of challenge or frustration.

#### *Improve physical spaces and campus environment*

- "Modernize the look of the school (feels like a high school); Inside mostly, classrooms."
- "Wish there was seating in the hallways outside of classes (provides a place for people to study in the hallways as opposed to sitting on the floor)."
- "Leveling and painting our athletic field."
- "Creation of a music room(s) / music facilities."
- "Theater space, place where we can perform where acoustics are good."
- "Expand lounging spaces."
- "Growing our own food (not something that's planned, something that accidentally happens – use our food to feed our cafeteria)."
- "Bigger student activities office."
- "Renovate for a theater and/or performance space."
- "Fix the table in the student center (the power adapter/connection – has been broken for a long time and doesn't feel safe)."
- "Open library and computer lab earlier (esp. for commuters)."

#### *Address frustrations/challenges*

- "Classes get cancelled if there isn't enough enrollment, even if an online class (ex: 10 students signed up for online class, class was cancelled à feel like it shouldn't have been); understand cancelling for in person classes because of space, but for online classes, it's confusing."
- "Students would need to respect the upgrades (game room in particular) – need a security camera that works and address security issues (\$300 stolen from a purse)."
- "The opportunity to be a four year college in addition to a 2 year/Assoc. degree in all majors (for people interested in staying, why can't they)."
- "Make it possible to stay to finish an Associate Degree."

- “I get excited to come to this school, I come in early. Students WANT to be here; buildings and services aren’t open; help us get more out of it.”
- “Pathways to state universities is good, but it is hard for students to figure out what credits they need to matriculate. A tool does exist, but it is cumbersome to use and navigate. Faculty helps with navigating and waive outs, but too much “Red Tape”.”

*Improve campus culture and student engagement*

- “More connections between students.”
- “More opportunities for students’ self expression and discussion with each other (sharing ideas together); like how people use the game lounge.”
- “Increase student engagement with civic affairs (guest speakers).”
- “Seems like lots of people are feeling trapped in our society today, but when we’re on campus, we’re a little bit more free to expand our horizons; it’s orchestrated freedom, we need to teach people to learn from the freedom they have on campus.”
- “Explore how to bridge the age group gaps.”
- “Cultivate more clubs and social groups.”
- “Reach out to greater community to donate to other places around the world (Think global, act local).”

*Maintain and expand academic opportunities*

- “Keep faculty that are valuable to students (bio major) that support and engage students (bio tech prof moved on).”
- “Start a full music department / theater department / hire faculty and staff to support.”
- “Add more Arts programs – innovative programs such as Metalsmithing – Music Theory, Guitar.”
- “Offering more programs for majors; nursing dropped in particular.”
- “Increase research opportunities (Naugatuck CC just got all NASA Space Grants, why not MxCC?).”

*Improve advising*

- “We don’t know who our advisors are? “I’ve never spoken to my advisor”.”
- “Let students choose their own advisor – can we ask a professor to be our advisor?”
- “Advisors aren’t always a good match to what our major is. How can they help us if they are not in our discipline?”
- “Use college challenges as opportunities for learning – i.e. have students look at business process model on enrollment and give us insight to how enrollment works.”

*Improve transportation supports*

- “Transportation schedules are not aligned with classes. It can take over an hour to get to campus using public transportation.”
- “Transportation is an issue – Give Bus passes to students for free or at a reduced cost.”
- “Parking is an issue. Too far from classes. Need for a shuttle service. Especially for the senior students in the MILE program”

*Increase funding*

- “Larger budget would be great – although I don’t feel the quality of my education has been neglected because of the current budget situation.”
- “Wish the school had more money because they’ve gotten rid of things with budget cuts.”

## Additional Guidance and Insights

When asked to provide additional guidance to the planning committee, student reinforced concerns raised within earlier questions or provide guidance on additional engagement in planning process and going forward.

- Students stressed how activities are currently being run by students and is not as efficient.
- Students stressed the need to address all-campus communication; including exposure of students to all programs and events (and to offer refreshments when feedback from students is desired). Students expressed an interest in providing feedback via online surveys, possibly as part of pre-enrollment processes. They also suggested social media and texting.
- Students stressed their interest in having staff and faculty view them as “whole people.” “We are all people, please keep that in mind, no matter where our school goes; we are people with a purpose, and we are trying to emphasize how much all of us are worth; not just numbers on a page.”
  - “Staff and administration need to be here to help students; need to connect with students, and some lose touch with the place they are working in, they forget that they are supposed to be helping students better themselves.”
  - “Keep in mind the personal situations of the students.”
- Students acknowledged that there are many students that would not provide feedback within the process and encouraged the planning committee to be thoughtful about the segments and the needs on campus.
- Additional guidance was to better amplify student success stories: “Student success and the success stories behind these students are what make the campus come alive and build the school and helps how students view the school.”

*In response to the initial themes in the focus groups, shared with Student Senate, there was interest in gathering additional student feedback. An online survey was developed and analyzed by the Student Senate to garner more feedback from a wider array of current students.*

## STAFF & FACULTY VOICES

### Strengths

One of the primary strengths of the College mentioned by staff and faculty was the range of academic offerings and reputation for a quality academic experience in which students are prepared to transfer or to enter the work force. Aspects of the culture of the institution were viewed as strengths including the quality of the relationships between students, faculty and staff and the commitment and dedication of all to the students. Many attendees stressed how the small size of the college contributes to the ability to create relationships with others.

In addition, high quality faculty and academic autonomy in the classroom were seen as strengths. Attendees mentioned that the focus on student success from the previous strategic plan has yielded improvement and that there is organizational focus on meeting the needs of students. Location and campus as well as connection to community were also noted as strengths of the college

#### Academics

- “Diverse career and degree offerings.”
- “Diversity in programs”
- “Meet students on their skill level. Offerings for all skill levels.”
- “Program strength and coordinators. Students come out ready for BA program or work force. Proof is in the pudding. Students want to come here. Not a last resort for four-year college.”
- “Summer online sessions are very popular.
- “Innovative educational on and honors programs tailored to students. The developmental path is the same for all students regardless of skill level.
- “Reputation for academics – transfer to larger colleges. Viewed highly within the system. Solid education for students.”
- “Center for excellence – programs are known – Honors programs, Media, Eye Care.”

#### Culture – Focus on Relationships

- “Inclusive – all level are listened too”
- “Each of the colleges care about each other – “bring each other up” “rally together”.
- “Mutual respect as people and colleagues.”
- “Open door policy – easy for students to connect with staff and faculty.”
- “Family environment – work well in helping each other. Advise students, then can work with rest of staff to help the student.”
- “Allows for development of relationships.”
- “Supportive of one another – open door policy – Dean is easy to access include. President has developed and maintained community partnerships – allows students active internships and community service.”
- “Easy to acclimate on campus.”
- “Caring faculty and staff. Nurturing institution. Students would agree and feel at home at the campus.”
- “Small school – family. Known and appreciated. Sense of community and family. Meriden would have similar response.”

- “Open Access – make sure every student is welcome.”
- “Staff and faculty have close relationships.”
- “Students feel they can connect with staff on all levels.”
- “Know all the students – good rapport with students.”

#### *Culture – Dedication to Students*

- “Dedicated faculty and staff. Everyone steps up – keep things rolling.”
- “Outstanding and hardworking faculty and staff always available.”
- “#1 positive is the strong level of commitment by staff to mission and students even though we all engage in different ways. Desire to do a good job for the students.”
- “Culture of commitment to the students. Some of that has been lost at this campus with newer employees. Lip service now – not the same sense of commitment that it once was. As an institution. It exists in pockets.”
- “Dedicated and hardworking staff and faculty.”
- “Openness to new ideas – especially at the management team level.”
- “Dig in – do what needs to be done.”

#### *Quality of faculty and staff*

- “Teaching/Faculty. Work hard and love to teach. Put in time above and beyond what is expected and outside of our regular teaching schedules.”
- “Online professors respond quickly to requests. 50 online professors to 1600 online students.”
- “Faculty – strong teaching body.”
- “We are our people”
- “Highly competent staff and faculty.”

#### *Size of the College*

- “Size is great – get to know – easy to integrate into the community – welcoming campus.”
- “Intimate – advantage not like Manchester – one to one on faculty, staff and students.”
- “Size – Know everybody. Easy to collaborate.”
- “Small class sizes – 20-25 students help build strong relationships.”
- “Contributes to classroom size. 35 in a class is manageable.”
- “Small enough to have a personal connection to the students.”

#### *Focus on student success*

- “Students finish their 4 year degrees here.”
- “Commitment to student success.”
- “Want to maintain elements from strategic plan – continue our commitments to students.”
- “Made some progress from original plan to improve programs for students and outreach to the community.”
- “Meet needs of students.”
- “Student satisfaction is high. Attention to lives and needs are better than a four-year university.”

*Technology*

- “Technology – use of Blackboard. 21st Century Classroom funding. Need to keep this funding stream going, cannot depend on the State for funding.”
- “Great IT support. Issues are quickly addressed and resolved.”

*Faculty autonomy*

- “Academic freedom – run programs how we see fit. Design the actual classrooms for specific programs. Develop new courses and programs.”
- “Independence – can design my own curriculum.”
- “Creative atmosphere with opportunities to be creative.”

*Campus and location*

- “Location is also key. Center of the state. Other campus and departments within the system can meet here, state agencies do training here because of the location,”
- “Beautiful campus – excellent facility.”
- “College enrollment up over last few years after being down in enrollment, major grants for renovations on campus.”
- “Physical location – “not a shopping mall campus.””

*Interaction with community*

- “Impact on addressing community need as well as academic growth.”
- “Strong community interaction.”
- “Community partners – Program coordinator level does this.”

## Opportunities for Improvement

Staff and faculty expressed deep concern about the morale and organizational culture and climate on campus. Stressing the role of persistent financial constraints, staff and faculty described entrenched, siloed departments, focused on their own resources and opportunities, a decreased trust in management due to the lack of key initiatives and campus improvements not able to come to fruition and concerns about burnout due to increased responsibilities and declines in staff and faculty capacity. The challenge is further exacerbated by the perception of communication challenges and an increased number of meetings and committees, that are not effective.

The campus facilities, although there are some renovations going on, also remain a significant opportunity for improvement and investment. In addition, concerns about developmental classes, need for increases in advocacy, and need for clarification of strategic focus were raised.

*Culture – Address Scarcity Mindset*

- “Combat the “Culture of Scarcity.”
- “Sibling rivalry – department bicker between themselves. We forget the good things we do.”
- “New Media grant – some feel that money could have been better spent elsewhere. Some feel left out.”
- “Some staff have tunnel vision – their way is the only way - resistant to change. High level of independence can work against us. “I know what is best for my department.””

- “Beau cratic system – stifles creativity.”
- “Too many hoops to jump through.”

#### *Culture – Address Negative Morale*

- “Job security has always been as issue. Anxiety exists over budget cuts and layoffs.”
- “No reward for the work we do. “Hold out the carrot”. Promises are made but never followed through. “New Building...No New Building” Can’t trust what we are being told.”
- “Fear of layoffs always present.”
- “Too much reporting and not enough sharing and dialogue.”
- “Morale is bad. Both Departmental and College wide. Morale ebbs and flows with leadership.”
- “Not a lively campus – feels vacant most of the time.”
- “College notifications are given at the worst time – budget meeting right before holiday break added to low morale and sense of despair and anxiety around job security.”
- “When staff isn’t happy, this translates to the student experience. Why study here if the climate is miserable.”

#### *Culture - Develop Cross-sector Relationships*

- “We should have more opportunities to collaborate on initiative for the benefit of the students. Need to find mindful ways to get together in direct support of the students. Reach out and get to know them better. What are we missing in our relationships? Departments are siloed. Some departments are only 1 person. Need to create cross discipline dialogue with staff and faculty. Some people have heavy workloads. Perception is that faculty is never around if they are not in 9-5. If we meet more, we can see what people are actually doing.”
- “No cross disciplinary conversations.”
- “We do not see or interact with our colleagues.”
- “Have staff mentoring and collaborative learning among faculty and staff. Develop this from within. Open houses to learn from each other – develop faculty-led seminars to learn more one another.”
- “We are more siloed than before. Trapped in our own chamber. Hard to collaborate with others.”
- “Maybe cultural shift, technology. People are more isolated now than ever before. People don’t meet and collaborate the way they used to.”

#### *Culture - Improve Communication*

- “Better communication with the students and colleagues.”
- “Communication from the top down is lacking. Don’t always hear about events/news from management level.”
- “Need a central way to communicate – all campus communication system.”
- “Students are not aware of their responsibilities – drop/add. Not getting info out there or is it the students? They are not accessing student email. Which is how the staff communicating with the students. First generation students without family support at home. Don’t know how to be a student with new technology.”

#### *Culture – Improve Meetings and Committees*

- “Need clear decisive meetings. Committees are out of control. Get assigned to committees. Used to have one college committee that got it done once a month.”
- “Too many commitments to committees and obligations outside of the classroom.”
- “Too many meetings – change since the governance model was instituted.”



- “All College meetings – Agenda is too long and with too much information. Not a chance for input or collaboration. It’s about time and meeting design. “Death by PowerPoint”.”

#### *Monitor/Address Staff Capacity*

- “If the college wants a program, they need to have it staffed – high school program example.”
- “Lack of Meriden support has stretched this. Hurting all the students. Adding duties daily.”
- “A lot of staff is on the verge of burnout. Can’t do our best work anywhere when we are doing work everywhere.”
- “Faculty and staff numbers are down.”
- “We are down instructors but still managing to run programs but loss of supplemental support staff is keenly felt.”
- “Too many additional responsibilities.”
- “Growing too large now for an army of 1. Doing the job of 3-4 people. Don’t have physical people or facilities to support the growth.”
- “Resources – not fully staffed. Not enough staff to delegate tasks and take on the workload of the department. Wears you down.”

#### *Improve Campus Facilities*

- “Celebrating 50 years and we look and feel that old.”
- “Run out of office space. State will not help with funding to expand the facilities on campus.”
- “Bring in trailers? Show that we need more space.”
- “What is the priority of the renovation that are currently going on now? Should be to add more classroom space. Faculty should not be arguing over space.”
- “Better equipment, better stuff to teach with. Don’t like classroom set up. Space is issue where kids are crowded into rooms at capacity.”
- “Buildings are not up to current standards of building – old, cramped, small. Narrow hallways.”
- “Buildings themselves are an issue. – but if you can’t see it, it isn’t an issue.”
- “There is a lack of private meeting space. Wasps, mold, leaks, heat, snakes, mice. Leaking faucets. Shared restrooms with students.”
- “Need Virtual reality equipment – new science labs. High schools have better labs than we do.”

#### *Concerns with Development Classes*

- “Hiring criteria has dramatically changed the environment. Masters degree is now the criteria for hire. But that may not be the best fit for the students. How to develop and teach the students to move on to other schools and experiences. Disconnect between the students and the teachers on the criteria. No developmental courses – just higher level courses. No one has the passion to teach the lower level developmental courses. Not a CT issue --a MXSCC issue. Lost good teachers due to this. Not all bad, but should be balance. There will be no one championing the developmental levels courses in the next 5 years.”
- “Negative feedback to students around developmental education. There is a stigma around having to take these courses. Need to address the messaging.”
- “Need EA to help with developmental students. 20% Down in English 14% Down in Math.”
- “Need continued work with developmental students. One course won’t fix the problem.”
- “Change the nomenclature around developmental classes. Not remedial, but developmental. Is there a better term to use?”

#### *Increase Advocacy at State Level*

- “Need statewide support to dispel the notion that community college is a last resort not a first choice.”
- “Advocate on behalf of the college.”
- “How will the new administration affect regulations/expectations?”
- “Board of Regents need to become a bigger player at our table.”
- “Interject us more at the Board level. Board doesn’t want to hear from us.”
- “Connect with the state legislature to push forward and advocate for the school with the state representatives.”
- “We want to be treated like UCONN and other CC’s – “We are important too!””
- “Advocate for the curriculum – be the strong voice for CC.”

#### *Clarify Strategic Focus*

- “Give back the quality that we are paid for. Focus on the core of teaching, not all about committees.”
- “Get back to basics – enrollment and retention should be focal point. Crisis with finance. Stop pet projects. Not enough time to do these other projects.”
- “In this together – what can be done. Is it worth it what we are doing? Saturday enrichment academy – is this necessary for the funds that are received?”
- “State is also an issue with funding. Where do have to fill, where can we not fill. Can’t do it all, so what can we do and what can we do well. Hoping SP will help with these decisions and questions.”
- “Can’t be everything to everyone – find out what we want to be.”

### **Trends to Monitor**

Staff and faculty raised for major trends in the focus group discussion. Linking the efforts of the community college to workforce development, maintaining pace with technology in the classroom and within campus services, evolving teaching modalities, and shifting student populations and needs.

#### *Link Community College to Workforce Development in Community*

- “Education revolution – job trends change every 3-4 years.”
- “20% of the workforce now works independently. Can help create skills to support those workers.”
- “How to train people to stay in CT and join the workforce.”
- CAMI grants from manufacturing – Pratt & Whitney hires 800 a year for next 10 years. Make more connection. They should come to us for hires first.
- “Support career paths that are growing – make it easy - no red tape.
- “Community/private and public partnerships are key. Piper Olsen example.
- “What are the growth sectors in our community? Forge partnerships with local employers.”
- “Strengthen pathways between occupational programs and employers. Not enough dialogue with employers. Not preparing kids for employment. Students are having difficulty finding employment after they graduate. School is failing the students on this point.”
- “Liberal arts education still germane, but need to balance with the realities of employment and job needs of students.”

#### *Maintain Pace with Technology*

- “Digital technology-and delivery system – keeping up but not as user friendly as could be. Reevaluate the current Black Board system. Its workable but could be much better to address challenges.”
- “Online delivery vs. in-class activities.”

- “Instructional technology is a mess. Need to update and standardize across the campus.”
- “Work harder, not smarter. Need for increased buy in with staff to use technology.”
- “Need a testing center for online students. No way to track cheating.”
- “How can we know if the online work is authentic? Need safeguards for online learning and testing.”
- “Increased expectation of service to students – they want answers now – based on new technologies, new expectations.”
- “CRM – System wide.”
- “Move to replace teachers with technology – not good. Use technology all the time, but it takes a certain type of student to work in an online format. OK to be part of the educational process but not the whole process.”
- “Technology is teaching – communication. Problem solve technology issues with 21st century classroom. Embrace technology but need faculty at the table to explain how the technology should work with the program curriculum. Freedom to work with and recommend technology.”

### *Evolve Teaching Modalities*

- “Reverse classroom concept is evolving – students are more engaged. Getting away from traditional lecture. More hands-on learning and participation. Student are presenting materials in class, not just sitting and listening. CC is doing some of that but not across the board. Makes kids more interested in education. Prepares them in the real-world scenarios. Need more opportunities for real world experience.”
- “Faculty needs to have more education initiatives. Moved away from this over the last few years. Need to go to more conferences. To learn new innovation and teaching strategies.”
- “Interactive learning keeps kids engaged.”
- “Want students who can think and reason and interpret results on their own. Computers teach skills not develop critical thinking skills. Do not replace the teacher and the human element with technology.”
- “Engage and respect the people who are doing the work in the conversations to enact change. Don’t want to miss the key elements when designing educational programs. Need to make informed decisions and value the people who are involved in the process on the student level.”

### *Shifting Populations and Needs*

- “Challenges that students bring are more than before – no mental health counselors. Students have life challenges and disabilities. How do we respond to this population?”
- “Home school is bringing in much younger populations. Entering puberty and now entering a college environment from a home-based school environment.”
- “No support services that a larger school would have. Onus falls to the teachers.”
- “Mental health program for students with autism, mental issues, learning disabilities etc....Need to be ready to support these students especially if all kids will be going to college. Form partnership with other nonprofits may not have to build it.”
- “Senior community needs to be part of the Strategic Plan. Develop this demographic. This population is a stable core for MxCC.”
- “Declining high school population – huge trend.”

## **Vision for the College**

Staff and faculty envisioned improved academic offerings and improved morale and culture as linchpins for the future success of the institution. Many provided suggestions regarding being willing to shift perspectives and move forward to the future in a collaborative way. Elements of their vision also included an improved

campus, strengthened advising, ensuring the TAP program is successful, and improved campus wellness opportunities.

#### *Invest in Academic Offerings*

- “Innovative opportunities in education. Dramatic changes in society that impact education and how it is delivered. Trends to explore how we provide education to people.”
- “Traditional classes as well as new delivery methods – online courses. Need to stay relevant and valuable to the community. Need to innovate to stay relevant. What is going on around us? Local and global.”
- “Creating an honors program – great but need to balance with other programs. Transitional Year program. Educate the whole person and what is their potential. Where can they go?”
- “Define signature programs – recognize and reward.”
- “Link Liberal Arts and Occupational Programs for more harmony.”
- “Curriculum – what should we be teaching? What will the students carry into their lives? Their careers?”

#### *Improve Morale and Culture*

- “Departments gather to drive mutual benefit support will drive the success.”
- “Shift in our thinking – balance between gratitude and scarcity. Be grateful for what we have, don’t focus on what we do not have.”
- “What is our organizational saga? What is our story? How do we rise to the challenge?”
- “What I hear – morale is very low with faculty and staff. This needs to change – critical to change the feel of the place. Students are impacted by morale. Come with hopes and dreams and then face the reality of what faces them. Treat individual students well, unique as we are a small institutional. People feel no one is listening to them on the staff level. Why do we call some staff and some faculty? We all work here.”
- “Everyone is under a lot of pressure but it doesn’t take much to say thank you. Create a community of compassion and appreciation. Need to be a team. We are all in this together. Hoping that the SP will address this issue.”
- “People and values are the core.”
- “Want to be part of a team, community. Would like students to stay on campus. Want Vibrant campus. Live our values.”
- “Need more people across the board to do our jobs well.”
- “Create a positive experience for ourselves and for the students – make them want to come back to the school.”
- “If we stretched less and students don’t feel the impact, then this will continue. Staff may need to say no to some programs to finally get the impact that they need.”

#### *Improved Campus Facilities*

- “Want another building on campus – connection between Snow and Wheaton. Bigger campus will increase enrollment and retention.”
- “More social spaces that are available not necessarily the cafeteria. Don’t want kids to feel that they have to leave. They can stay in a student only space. See at other schools. Not here.”
- “Current lounge is not comfortable. Needs to change as the school environment changes. Comfortable semi private/semipublic space. Can have coffee or spread out for a group project/ Expansion now are for specific projects, want to make the students feel part of the campus.”

- “Private office space – illusion of walls but no private area to discuss with students or faculty. Hard to also get work down with busy spaces.”
- “Want actual walls – space is outdated. Space planning, cosmetic improvements. Some high schools look better than here. Cinder blocks not good.”
- “Want state of the art facility. Look to Manchester Community College and their facilities.”
- “Address campus safety concerns by allowing arms on campus. No director of campus safety. This campus has the least amount of security than any other CC campus. Hire a retired professional police officer – not a “hire a cop security”. Community policing of the security staff.”

#### *Improved Advising Program*

- “Must fix Advising. Need professional advisors to guide the students. Currently staff and volunteers are crossed trained to advise.”
- “Need an advising department, as well as organization, training.”
- “New technology for advising – may be helpful (Starfish) and Degreeworks – coming online in July.”
- “Need counselors in addition to advisors. There needs to be a head at the top to coordinate all the steps. Need to all speak the same language. Disconnect between staff, faculty and students.
- “Need full time advisors. Too much on faculty plate-contract issues.”

#### *Vibrant, Alumni Community*

- “Have a vibrant alumni to bring in donors and funding.”
- “Need to cultivate the alumni – 80,000 including online and continuing education.”
- “Improve data mining within the institution. No effective way to track what student do after they leave the school – and understand alumni paths.”
- “Department recruit to their own alumni.”

#### *Monitor Transfer Policy*

- “New TAP (Transfer Articulation Policy) initiative very intrusive and undermining to degree programs. Difficult to transfer credits. “Building the plane while flying it.””
- “TAP fact sheet – what are the Q&A that faculty should know to answer questions from the students?”
- “Transferability – major issue – must monitor – critical to students.”
- “TAP – make sure the degree is transferred and that MxCC gets the credit.”

#### *Improve Campus Health and Wellness*

- “Physical space to be physical in. Not active space for exercise. Game room, sitting all the time.”
- “Wellness and fitness center. Grounds are swampy and not conducive to physical exercise. Some soccer games, but not organized activities.
- “Somewhere to relieve stress for all.”

### **Additional Guidance and Insights**

Staff and faculty were asked to provide additional guidance to the Planning Committee as the plan is developed. Primarily there were significant concerns about the financial constraints and context that the institution must operate in, the importance of clearly identifying how the institution defines its success, and additional suggestions for the planning process.

*Acknowledge Financial Concerns and Context*

- “Challenges – major budget and financial challenge. One million dollar deficit for our college alone. Reduction in services and personnel. Thin, cutting into essential services when we are already down to the bone.”
- “Reaching a crisis point. Severe problems. Need structural changes, to finances, increase tuition – problem because college is not affordable anymore. Even on community college level.”
- “What are the essentials – faculty positions – 13 open positions that may not be filled.”
- “Cutting ongoing programs.”
- “Not hiring a registrar – have an associate but not sufficient.”
- “Have an interim dean – now doing the job of director of finance and director of admin. Tremendous strain on her. She is the only one who is in charge of budgets.”
- “Tried to close Meriden center but legislature moved in and would not allow it. Can’t financially support that location. Won’t give us any more money, an impossible situation.”
- “Local legislator doesn’t want to close Meriden as it is a hub in the downtown, but will not allot more money to run both locations.”
- “Poorly financed system – rent in Meriden is more than purchasing a site to build upon.”
- “Financial crisis is looming. Need to prepare and have programs that pay for themselves. Money is out there, need to find where it is. Position at the Board of Regents went away.”

*Develop Clear Vision of Success*

- “What is the measurement of success? Graduation rates before matriculation. Students taking 1-2 classes is not successful for MxCC. Students get what they need and move on. This is a negative for MxCC on paper.”
- “Track students based on graduation rates after leaving MxCC. Get credit for the work they did here before they received their degree elsewhere. 14-19% graduation rate at MxCC.”
- “Dichotomy – Students want us to be a 4-year institution where 4 year institutions want us to be developmental.”

*Importance of Planning Process, Involvement, and Relationships*

- “We have talented people. If we can work together it can be amazing. Need a strategic plan that we can all embrace, the previous plan was given to them. It was outdated and needs to be embraced. Needs to be our plan, not one forced on us. There is now hope for a new direction, don’t want to be disappointed.”
- “Has shifted to an autocratic system, shift back to faculty and staff involvement. Leadership is not in touch with the faculty. Want a humanistic approach.”
- “Faculty doesn’t always know or understand the intricacies of why decision are made.”
- “Get more feedback from the students.”
- “Treat us like humans so we can prepare for budgetary crisis.”

## REGIONAL ADVISORY COUNCIL VOICES

Four members of the Regional Advisory Council attended a focus group in early December 2016.

### Strengths

The Regional Advisory Council members in attendance primarily noted that the current President's leadership, the faculty and academic programs, and the campus as strengths of the institution.

#### *Leadership*

- "The college leads the system in terms of growth and evolution."
- "The administration is viewed as strong and highly credible within the community college system."
- "Anna is the informal leader of the 12 CC Presidents, but this is not well known outside of the trustees, board of regents and governor."
- "Relationships with legislators are well developed and strong as advocates for the college."
- "The faculty, staff, and leadership are the best they have been in the last twenty years."
- "The President promotes and speaks about the college in a positive way."
- "Prior perception was that MxCC was the most difficult of all twelve CC's. Not true now under current leadership."
- "The college has established through leadership a strong relationship with Wesleyan."

#### *Faculty and Academic Programs*

- "The faculty and adjuncts are outstanding"
- "There are established strong academic programs."

#### *Campus (Middletown)*

- "Geography of the campus is a strength."
- "Students and people are here all the time. Space is utilized. Can we leverage our space for financial opportunities? How can we benefit as a community resource?"

### Opportunities for Improvement

The attendees stress concerns about the financial position of the institution, morale, marketing, ongoing challenges in Meriden and the opportunity to increase the connection between the college and workforce development efforts.

#### *Marketing*

- "Underutilized marketing. Television ads are good exposure."
- "Market to populations that are unaware of us. Expand presence to southern Middlesex County."
- "Have a "Five Fast Facts" sheet about the college and programs. What is our elevator speech? Provide to Regional Advisory Council members. Members should be able to rattle it off- just tell us what to say."
- "Clarify what do want to be known for outside of media and AV programs?"

#### *Connection to Workforce Development*

- "Provide onsite employer based training offered by current professors (possible for fee)."
- "Cultivate workforce development efforts and relationships with businesses."

- “Local city and town leadership should promote the college to new employers entering the community. Opportunity to partner with FedEx.”
- “How does 16-week training courses conflict or align with employer training? Accelerated 5 week programs? What are the opportunities for increased alignment?”

#### *Challenges in Meriden*

- “Meriden is a self-fulfilling prophecy. If there is chance of closing, there is lower enrollment. If enrollment lowers, the campus will close. We still need a long-term solution for Meriden. Financial investment by outside organizations is still possible to keep the location open.”
- “The President did lose some credibility over Meriden. Difficult to recover from that in the city.”
- “Meriden is an appropriate starting point for first generation college students. Market to that population.”

#### *Financial position*

- “Financial problems supersede everything else.”

#### *Morale*

- “Is the college a strong enough institution to handle change? What if the President leaves?”
- “Morale is a problem. Always has been.”
- “Do we just put on a good face or are things actually working behind the curtain?”

### **Vision for the College**

Attendees in describing their vision for the college stressed the need for the college to continue to clarify its role, to advocate for autonomy in decision-making and to increase the connection with the communities the college serves.

#### *Connection to the Community*

- “There is a radio program that promotes the college to the community. How does it engage community members? Is the community part of the college or is the college part of the community?”
- “The college must respond to community needs.”

#### *Focus on workforce development*

- “Meet with the Chamber of Commerce – what are the Top 5 needs and how do we respond to those needs?”
- “Need a local liaison with local direction and vision.”
- “Begin building long term relationships TODAY.”
- “Adapt programs to community and workforce needs in a timely fashion. Be more flexible.”
- “Provide better employment engagement. What will the job sector look like? What will the skill set be? How can we capitalize on businesses that are growing?”
- “Collaborate/invent/learn.”

#### *Clarity of Role*

- “Pathway to a 4-year degree for less money or are we a stand-alone certificate program?”



*Evolve curriculum to needs*

- “Teach interpersonal skills.”
- “Identify and engage students who want to learn. What are the programs they want/need? CNA?.”

*Autonomy*

- “Institutions with less money should be able to spend it where they see fit. With less money, there should be less regulations. Let us manage our business.”
- “How does a public institution work in “super political” environment?”
- “Must advocate for independence in decision making.”

## COLLEGE FOUNDATION BOARD VOICES

Six members of the Middlesex Community College Foundation Board attended a focus group in early December 2016. The staff support to the Foundation also attended the session.

### Strengths

Attendees primarily focused on the progress since the Foundation secured staff support for its fundraising and communications efforts, as well as improvement of Board functioning and structure.

#### *Staff support*

- “Dedicated staff.”
- “Communication much better with staff in place. She is the representative of Foundation efforts at the college.”

#### *Increase in awareness of the Foundation*

- “Red Gala – good example of partnership and common goal of raising money for Scholarships.”
- “Community has an awareness of the college administration and the foundation.”

#### *Overall*

- “Focus on student success as well as the success of the college.”
- “Able to provide ancillary financial support to Faculty.”

#### *Board*

- “Board has added structure.”

### Opportunities for Improvement

In terms of opportunities for improvement, the feedback was focused on opportunities for improvement for the Foundation’s efforts in support of the college. Primarily to continue communication efforts, improve fundraising, and coordination and awareness of funding available.

#### *Communication Support*

- “Communication has improved but still lacking a knowledge of and support for the Foundation. E newsletter is forthcoming.”
- “Develop champions outside of the campus in the business and educational community.”
- “Eblasts – share impact. Create a calendar for distribution.”
- “Get people out and talking about the college in the community.”
- “Include the Foundation in staff/faculty meetings. Have the Foundation present what they are doing on behalf of the school.”
- “Still need more outreach to raise awareness of the strengths of the college.”
- “Engage adjunct with the Foundation. Use them as a resource to promote the school.”

#### *Role of Foundation Board in Fundraising*

- “Develop paths for more volunteer engagement. Clarify the “What” before you can recruit for action and fundraising.”
- “Does the Board know what its responsibilities for fundraising are?”

- "Board needs to find a way to solicit more donors."
- "Have different departments present to the Board around educational experiences. Bring programs to life for the Board."
- "Have students present at Board meetings. Give their perspectives."
- "Foundation is the fundraising arm of the school. Currently one staff member dedicated to raising funds and applying for grants. Have a volunteer at the Board level working to raise money."
- "Board needs to develop strong committees with clear direction on behalf of the college."
- "Inform the Board – what does the school do? What programs do they offer?"

#### *Coordination for Scholarship and Student Support Funds*

- "Inform students and faculty how to access and apply for monies for other needs such as food, gas etc. Students need to know how to ask the Foundation for money. May not be clear to all."

#### *Connection to College Efforts*

- "Need for complimentary work around the connection of the Foundation to the College."
- "No connection between the Board of the College and the Foundation Board. Need opportunities to come together."
- "College should provide direction for whom to talk to in the community."
- "What are the goals? What is the direction on cultivation?"

## Vision for the College

Attendees envisioned increased alumni engagement and support, improved marketing, and additional resources for the institution.

#### *Increased visibility and engagement*

- "More campus and community involvement."
- "Bigger Sign" on Middletown Road."
- "Engage adjuncts – send them a survey. Get them more involved."
- "Interaction with other academic resources within the state. Spotlight skills and expertise of the current faculty and staff. Plan academic informed events to demonstrate our expertise."

#### *Alumni engagement*

- "Share pathways of success from alumni – "This is how I started...this is how I got here."
- "Start and follow through with alumni connections."
- "Where are the alumni? Reach out to the communities that they live and work in. Engage alumni to be ambassadors."

#### *Increase in financial resources*

- "Garner resources to support the college and its programs."

## Additional Guidance and Insights

Questions were asked as to how the Board of the Foundation would be engaged in the duration of the planning process and development of the strategic plan. There was also the suggestion that the Foundation would have the opportunity to develop a plan for its efforts after the completion of the College's overall plan.

## APPENDIX A: FOCUS GROUP QUESTIONS

### ***Focus Group Questions - Students***

- What do you see as the strengths of Middlesex Community College?
- What would you like to see the College doing/looking like in 5 years?
- What are the trends among your peers that the leadership should keep in mind as we plan for the future of the College?
- If I gave you a magic wand, what would you change about the college?
- Do you have any additional advice for the planning committee?

### ***Focus Group Questions – All Others***

- What do you see as the strengths of Middlesex Community College?
- What do you view as the opportunities for improvement in your department or in your classroom to enhance the student experience?
- What do you view as the opportunities for improvement in your department to enhance your experience? As a staff member or faculty member?
- What would you like to see the College doing/looking like in 5 years?
- What are the trends either local or national that we should keep in mind as we plan for the future of the College?
- Do you have any additional advice for the planning committee?

**Middlesex Community College**  
**Faculty Meeting with the Academic Dean**

Tuesday, January 24, 2017 @ 3:30 – 4:50pm (MxCC Meeting Period)  
Chapman Hall Room 808 A&B

**MEETING NOTES**

<b>PARTICIPANTS</b>	John Ambenge, Donna Bontatibus, Ben Boutaugh, Mark Busa, Leonel Carmona, May Coryell, Teresa Cull, Judith de Graffenried, Ray Dennis, Rick Eriksen, Judith Felton, Jill Flanigan, Jaime Flores, Adam Florida, Pam Frost, Chris Gargamelli, Angelo Glaviano, Hubert Godin, Catherine Hostetter, Eva Jones, Nancy Kelly, Steve Krevisky, Rich Lenoce, Andy Levy, Lin Lin, Tad Lincoln, Rebecca Loew, Sue Lugli, Terry McNulty, Joseph Murfin, Ijey Nwachuku, Rebecca Rist-Brown, Norma Rosado-Javier, Louis Sapia, John Shafer, Frank Stellabotte, Kim Thomas, Victor Triay, Judy Wallace, Christine Witkowski
<b>EXCUSED ABSENCES</b>	Patrick Bryan, Donna Hylton, James Quinlan, Skip Rivard, Christine Ruggiero, Matt Weber
<b>TOPIC</b>	Faculty Morale
<b>FACILITATORS</b>	Steven Minkler & Anastasia Pych
<b>PURPOSE</b>	Build on the “listening sessions” that occurred in various venues last fall. These included faculty meetings, Academic Assembly meetings, and focus group sessions conducted by <i>Fio Partners</i> as part of the strategic planning process. Themes from these sessions were shared at this meeting.
<b>GOALS</b>	Transition from problem identification to developing possible strategies and solutions to address faculty morale. Strategies and solutions were considered on both the institutional and individual level (i.e., “What can <u>we</u> do...” and “What can <u>I</u> do...”).
<b>OUTCOMES</b>	The outcome of the meeting was to develop possible strategies and solutions that will provide input to the college’s strategic planning process; shape the agenda of the Executive Council retreat scheduled for 2/10/17; and, identify possible priorities for faculty additional responsibilities for the 2017-18 academic year (with help from the AR Peer Input Team).

<p><b>MEETING DESCRIPTION</b></p>	<p>The room was set up with five round tables seating 8 to 10 people per table. On top of each table was a large piece of “flip chart” paper, markers, “dot” stickers, and index cards. On each table was a sign naming one of five themes that emerged from the listening sessions conducted last fall:</p> <ul style="list-style-type: none"> <li>• Work-life balance</li> <li>• Balance between teaching and AR</li> <li>• Faculty/Staff recognition</li> <li>• Communication</li> <li>• Faculty enfranchisement</li> </ul> <p>As they arrived, faculty self-selected a table to sit at. Those who were curious were told they were choosing a starting point and that everyone would be discussing all five topics.</p> <p>The projection screen displayed a slide show of 16 quotes (one per slide) selected from the focus group sessions conducted by Fio Partners. The quotes were intended to be positive in nature (e.g., “Caring faculty and staff. Nurturing institution.”) The slide show, entitled <i>Campus Voices</i>, ran continuously throughout the meeting.</p> <p>At about 3:35pm, Steve and Anastasia gave opening remarks. Anastasia described the activity, which began at about 3:45pm.</p> <p>Each group was given 10 minutes to discuss the topic at their table. They were asked to brainstorm actionable items – solutions -- that could address their particular topic. They were asked to consider, “What can <u>we</u> do as a college”?</p> <p>After 10 minutes, the topic-signs and flip chart papers were rotated to the next group. Participants were told that they could elaborate on anything the previous group had written, place a dot sticker next to an item they felt strongly about, and/or add their own items. This continued until all five groups discussed all five topics, building a list of observations and solutions as they went along.</p> <p>At about 4:30, the flip chart papers were put on the walls of the room. Participants were given a chance to go around the room and add dot-stickers to those items they agreed with. The participants were not given a specific number of dots; thus, this part of the activity was more free-form.</p>
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	<p>At about 4:45, Steve and Anastasia provided concluding remarks. They asked participants to write one thing on an index card that could be something they could do as an individual to address the faculty morale issue on campus... or make a general comment. They were invited to place their index cards in a “ballot box” on the way out the door.</p> <p>The meeting ended promptly at 4:50pm.</p>
<b>RESULTS</b>	<p>Attached find:</p> <ul style="list-style-type: none"> <li>• Results of tabletop exercise, arranged by topic</li> <li>• Results of tabletop exercise, arranged by dot-frequency</li> <li>• Results of index card individual comments</li> </ul>

**SPRING 2017 FACULTY MEETING SCHEDULE (with TENTATIVE topics)**

- Thursday, March 2 @ 3:30-4:50 -- Faculty Additional Responsibilities
- Thursday, March 30 @ 3:30-4:50 -- NEASC Statement on Educational Effectiveness
- Thursday, April 27 @ 3:30-4:50 -- General Education Assessment - or - Open Q&A

THEME	# Dots	Issue/Solution, sorted by Theme
Communication	11	Admin, especially President, needs to get out of the office. VISIT US!
Communication	10	Stop with Reply All
Communication	9	Communicate what is being done to fight for MxCC's financial future
Communication	6	Communicate and consult about course schedule changes
Communication	4	Stop feigning transparency (Management)
Communication	4	More meetings does not mean more effective communication : Concise/substance over volume
Communication	4	Meeting with a purpose: Clear action steps, purpose, follow-ups
Communication	3	Enlisting collaboration from all constituents
Communication	3	Connect MxCC with surrounding community
Communication	2	Share good news: Ex: Merit awards, acknowledgements, birthdays, etc.
Communication	1	BB shell from Dean (emails)
Communication	1	Better timing of emails
Communication	1	Proactive stance vs Reactive stance - Actual Planning
Communication	1	Communicate what we do well
Communication	1	Faculty need to express gratitude when appreciate
Communication	0	Warning/alerts work well (email subject area). Information
Faculty Enfranchisement	24	Deal with individuals: no blanket generalizations
Faculty Enfranchisement	15	Issues with transparency...too much information is filtered
Faculty Enfranchisement	12	Treat us as professionals
Faculty Enfranchisement	11	Micro -managing sends the wrong message as how our professionalism is viewed
Faculty Enfranchisement	10	Door on cubicles, or respect need to work from home. More opportunities for social gatherings
Faculty Enfranchisement	8	New Structure (Evaluate current structure); Follow through; Reinstate Chairs - no DD; Direct advising under Minkler
Faculty Enfranchisement	6	Eliminate pseudo participative management
Faculty Enfranchisement	5	Greater stakeholder voice for faculty in administrative meetings
Faculty Enfranchisement	4	Tribalism and rival camps perception that it is being promoted
Faculty Enfranchisement	3	Empower division directors (if you continue to have directors, empower them)
Faculty Enfranchisement	2	Realistic Expectations while off contract
Faculty Enfranchisement	2	Advisee load distribution
Faculty Enfranchisement	2	Peace and understanding between "east" and "west" (Founders vs Faculty)
Faculty Enfranchisement	2	Need to be able to make simple changes
Faculty Enfranchisement	2	Continue improving governing structure
Faculty Enfranchisement	2	Share workload



THEME	# Dots	Issue/Solution, sorted by Theme
Faculty Enfranchisement	1	P/C duties
Faculty Enfranchisement	1	Respect for autonomous decision making
Faculty Enfranchisement	0	Breakfast with President every month (several faculty/staff). Feeling disconnected
Faculty Enfranchisement	0	New President (MxCC) ; Fear of Retaliation
Faculty Enfranchisement	0	Organic collaboration...need more. (Brainstorming sessions)
Staff Recognition	18	Stop whipping the mules that work the hardest
Staff Recognition	14	Those not sharing the workload need to be addressed individually
Staff Recognition	7	Full college activities and collaboration; eliminate the perception of favoritism
Staff Recognition	6	Greatest recognition is to be treated as professionals (not micro-managed)
Staff Recognition	5	Recognition of excellent teaching including Full Professors
Staff Recognition	2	State service awards?
Staff Recognition	2	I'd like to know that someone reads my student evaluation
Staff Recognition	2	Inclusive decision making. We are all stakeholders
Staff Recognition	1	Frequently have Faculty and staff "spotlights" such as: recognitions with small ceremonies, program accomplishments from faculty perspective, Press Releases.
Staff Recognition	1	What are people working on? How can this be communicated?
Staff Recognition	1	More positive emails from Steve or Anna (we love them)
Staff Recognition	1	Connecting. Off campus fun activities (everyday)
Staff Recognition	0	Follow through with our projects
Staff Recognition	0	Ensure Employee Recognition get into personnel file
Staff Recognition	0	Recognition/celebration college-wide
Teaching/AR Balance	9	Equity for AR distribution...Management *oversight* for *accountability* and Efficiency
Teaching/AR Balance	6	Equity in number of class preps and P/C program size (also new courses) and AR credit for 5+ preps semester
Teaching/AR Balance	5	Teaching should be emphasized in: Faculty meetings, professional development, promotion, hiring
Teaching/AR Balance	5	Replace 9 hours with 1-2 projects; Leave blank to possibly be filled in later in semester
Teaching/AR Balance	4	Advice on AR to benefit faculty growth
Teaching/AR Balance	4	Creating ARS compatible with faculty strengths
Teaching/AR Balance	4	Faculty can determine what is a reasonable work balance
Teaching/AR Balance	1	Permission to re-negotiate mid-semester
Teaching/AR Balance	1	Change the nature of the AR by the completion of the project

THEME	# Dots	Issue/Solution, sorted by Theme
Work-Life Balance	16	Clarify faculty 7 hour work day on campus expectation. (Appreciate that there is no "off" time for faculty)
Work-Life Balance	14	Faculty can determine the right balance for work life
Work-Life Balance	13	Not expecting faculty to work when off contract; or compensate us
Work-Life Balance	13	Faculty lounge with free coffee/tea
Work-Life Balance	12	Respect our need to work off campus free from distractions-for our own study; more call-in/web meetings
Work-Life Balance	11	Recognize that a large percentage of work takes place when faculty not on campus, i.e.
Work-Life Balance	8	Fewer late-day meetings
Work-Life Balance	7	Work-out area on campus
Work-Life Balance	5	More discussion around faculty time on campus
Work-Life Balance	3	Online Courses
Work-Life Balance	3	End meetings on time
Work-Life Balance	2	Consideration for those that work Saturday or late nights.
Work-Life Balance	2	Respect for commuting in inclement weather (including evening classes)
Work-Life Balance	2	Respect for Family emergencies - not just for children
Work-Life Balance	2	Agendas/supporting documents should be released at least 24 hours prior
Work-Life Balance	2	Food at faculty meetings
Work-Life Balance	1	Emails
Work-Life Balance	1	Professional Activities off-campus
Work-Life Balance	1	Respecting all family types and commitments
Work-Life Balance	0	Technology and Equipment

THEME	# Dots	Issue/Solution, sorted by Dot-Frequency
Faculty Enfranchisement	24	Deal with individuals: no blanket generalizations
Staff Recognition	18	Stop whipping the mules that work the hardest
Work-Life Balance	16	Clarify faculty 7 hour work day on campus expectation. (Appreciate that there is no "off" time for faculty)
Faculty Enfranchisement	15	Issues with transparency...too much information is filtered
Work-Life Balance	14	Faculty can determine the right balance for work life
Staff Recognition	14	Those not sharing the workload need to be addressed individually
Work-Life Balance	13	Not expecting faculty to work when off contract; or compensate us
Work-Life Balance	13	Faculty lounge with free coffee/tea
Work-Life Balance	12	Respect our need to work off campus free from distractions-for our own study; more call-in/web meetings
Faculty Enfranchisement	12	Treat us as professionals
Work-Life Balance	11	Recognize that a large percentage of work takes place when faculty not on campus, i.e.
Faculty Enfranchisement	11	Micro -managing sends the wrong message as how our professionalism is viewed
Communication	11	Admin, especially President, needs to get out of the office. VISIT US!
Faculty Enfranchisement	10	Door on cubicles, or respect need to work from home. More opportunities for social gatherings
Communication	10	Stop with Reply All
Teaching/AR Balance	9	Equity for AR distribution...Management *oversight* for *accountability* and Efficiency
Communication	9	Communicate what is being done to fight for MxCC's financial future
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Faculty Enfranchisement	8	New Structure (Evaluate current structure); Follow through; Reinstate Chairs - no DD; Direct advising under Minkler
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Staff Recognition	7	Full college activities and collaboration; eliminate the perception of favoritism
Teaching/AR Balance	6	Equity in number of class preps and P/C program size (also new courses) and AR credit for 5+ preps semester
Staff Recognition	6	Greatest recognition is to be treated as professionals (not micro-managed)
Faculty Enfranchisement	6	Eliminate pseudo participative management
Communication	6	Communicate and consult about course schedule changes
Work-Life Balance	5	More discussion around faculty time on campus
Teaching/AR Balance	5	Teaching should be emphasized in: Faculty meetings, professional development, promotion, hiring
Teaching/AR Balance	5	Replace 9 hours with 1-2 projects; Leave blank to possibly be filled in later in semester
Staff Recognition	5	Recognition of excellent teaching including Full Professors
Faculty Enfranchisement	5	Greater stakeholder voice for faculty in administrative meetings

THEME	# Dots	Issue/Solution, sorted by Dot-Frequency
Teaching/AR Balance	4	Advice on AR to benefit faculty growth
Teaching/AR Balance	4	Creating ARS compatible with faculty strengths
Teaching/AR Balance	4	Faculty can determine what is a reasonable work balance
Faculty Enfranchisement	4	Tribalism and rival camps perception that it is being promoted
Communication	4	Stop feigning transparency (Management)
Communication	4	More meetings does not mean more effective communication : Concise/substance over volume
Communication	4	Meeting with a purpose: Clear action steps, purpose, follow-ups
Work-Life Balance	3	Online Courses
Work-Life Balance	3	End meetings on time
Faculty Enfranchisement	3	Empower division directors (if you continue to have directors, empower them)
Communication	3	Enlisting collaboration from all constituents
Communication	3	Connect MxCC with surrounding community
Work-Life Balance	2	Consideration for those that work Saturday or late nights.
Work-Life Balance	2	Respect for commuting in inclement weather (including evening classes)
Work-Life Balance	2	Respect for Family emergencies - not just for children
Work-Life Balance	2	Agendas/supporting documents should be released at least 24 hours prior
Work-Life Balance	2	Food at faculty meetings
Staff Recognition	2	State service awards?
Staff Recognition	2	I'd like to know that someone reads my student evaluation
Staff Recognition	2	Inclusive decision making. We are all stakeholders
Faculty Enfranchisement	2	Realistic Expectations while off contract
Faculty Enfranchisement	2	Advisee load distribution
Faculty Enfranchisement	2	Peace and understanding between "east" and "west" (Founders vs Faculty)
Faculty Enfranchisement	2	Need to be able to make simple changes
Faculty Enfranchisement	2	Continue improving governing structure
Faculty Enfranchisement	2	Share workload
Communication	2	Share good news: Ex: Merit awards, acknowledgements, birthdays, etc.
Work-Life Balance	1	Emails
Work-Life Balance	1	Professional Activities off-campus
Work-Life Balance	1	Respecting all family types and commitments
Teaching/AR Balance	1	Permission to re-negotiate mid-semester
Teaching/AR Balance	1	Change the nature of the AR by the completion of the project
Staff Recognition	1	Frequently have Faculty and staff "spotlights" such as: recognitions with small ceremonies, program accomplishments from faculty perspective, Press Releases.
Staff Recognition	1	What are people working on? How can this be communicated?

THEME	# Dots	Issue/Solution, sorted by Dot-Frequency
Staff Recognition	1	More positive emails from Steve or Anna (we love them)
Staff Recognition	1	Connecting. Off campus fun activities (everyday)
Faculty Enfranchisement	1	P/C duties
Faculty Enfranchisement	1	Respect for autonomous decision making
Communication	1	BB shell from Dean (emails)
Communication	1	Better timing of emails
Communication	1	Proactive stance vs Reactive stance - Actual Planning
Communication	1	Communicate what we do well
Communication	1	Faculty need to express gratitude when appreciate
Work-Life Balance	0	Technology and Equipment
Staff Recognition	0	Follow through with our projects
Staff Recognition	0	Ensure Employee Recognition get into personnel file
Staff Recognition	0	Recognition/celebration college-wide
Faculty Enfranchisement	0	Breakfast with President every month (several faculty/staff). Feeling disconnected
Faculty Enfranchisement	0	New President (MxCC) ; Fear of Retaliation
Faculty Enfranchisement	0	Organic collaboration...need more. (Brainstorming sessions)
Communication	0	Warning/alerts work well (email subject area). Information

## "What Can I Do?"

Support college financially by seeking grants.
What I am already doing: <ul style="list-style-type: none"><li>• Avoiding the complainers - not contributing to griping - focusing on positive actions</li><li>• Cultivating my interests outside of work, ensuring my life is balanced and saying "no" when necessary</li><li>• Reaching out to strengthen connections with colleagues whenever possible - being more sociable</li></ul>
Be more aware of recognizing the contributions of colleagues and do so directly and, if appropriate, publically. End meeting on time.
I work rather hard already, but I can recognize that there are other things in life that are important, as well.
Stay away from negative faculty and staff.
Stay open minded and positive. Not say yes to every opportunity that comes my way. Speak up with my colleagues when their behavior is unprofessional.
I want to get together with other faculty and just talk.
I can bring and positive attitude to work each day and does my best not to let the negative energy of others bring me down.
I can serve as a mentor to other faculty members full-time and part-time. Share strengths!
International programs. Help out with P.T. training.
More outreach to my colleagues.
I can be positive, supportive, and understanding of my peers/colleagues (faculty and staff) and administrators to help us <u>all best</u> serve our students.
Hold people more accountable to what they say they will do for you/me. Communicate more.
Encourage more people to be positive.
Try to attend more social gatherings, like I use to before having two kids.
Continue to express gratitude to administration and staff for all they do.
I don't personally have a morale problem.
I can contribute my professional business acumen toward improving business process.
I will try to always be kind and empathetic. Empathy goes a long way.
I can arrange a trip for faculty/staff/administrators to the Goodspeed Opera House to increase interaction in a social environment.

## General Comments

Guard my time → many here assume if we have no young kids we have no life. Since deadbeats aren't singled out to do more, I have learned to do less (say no to things – can't work at this place anymore).
Discussion surrounding developmental education has been noticeably absent at the whole college level for several years. It must be a major plank of our new strategic plan. If it's not, we have lost our way?

Please help to bridge the divisiveness that exists on campus:

Faculty - Staff

Administration - Faculty/Staff

Building - Building

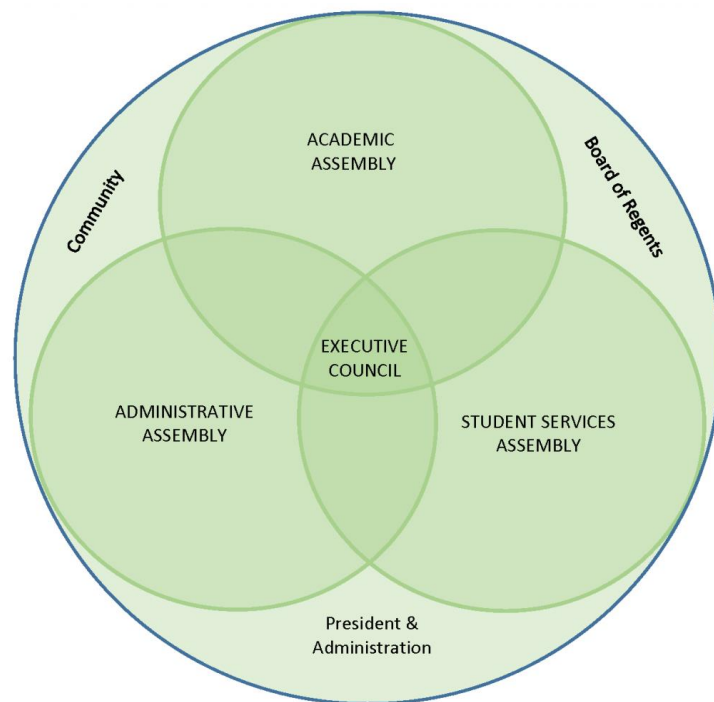
We are on the same team. Although not encouraged, it is not discouraged either.

Disenfranchisement comes also from the years of bad news from our State's deficit and now it limits our ability to have money to buy new things and working in a place where the bad news keeps coming.

Stronger leadership needed.

Please make workload in departments fair. Stop picking on those who work hard and focus on those who don't.

# MIDDLESEX COMMUNITY COLLEGE



## GOVERNANCE EVALUATION

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*



**GOVERNANCE EVALUATION**

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## SUMMARY

Throughout the Fall 2016 semester, a number of opportunities were provided to faculty and staff to provide input into the second year of the pilot of the shared governance model. The model, which was designed in the spring of 2015, was implemented in the 2015-2016 school year and then the pilot was extended for the 2016-2017 school year. Focus groups with Fio Partners were conducted at each of the Assemblies, an online survey was sent to all staff and faculty, and an additional follow-up open-campus focus group was held in December 2016. The survey received 42 responses, for a 33% response rate.

## Observations

Shared governance, the process by which stakeholders across campus have the opportunity to provide input into decisions that impact the college campus-wide, is important to Middlesex Community College.



When respondents were asked to envision shared governance, in the online survey, three themes emerged:

- Opportunity for voice in college matters
- Opportunity to share power across stakeholder groups
- Opportunity for engagement of the campus community

The word cloud to the left, with larger words representing a higher frequency, amplifies those themes – voices, decisions, issues, opportunity, heard, and participate.

Quotes included, “Opportunity to engage with faculty and staff on shared interests and accomplish change in

areas where change is needed,” “Being able to have a voice in how Middlesex functions.”, and “The opportunity to be heard and participate when making policy change recommendations for the college.”.

Unfortunately, there is a sense of dissatisfaction with the current model of shared governance. Although there are elements of the model that are perceived as strengths, there are many more concerns and recommendations for improvement.

The strengths are the overall structure, the scheduling of meetings in advance, the use of proposals, the website, and the recorder acting as central gatekeeper for each of the assemblies.

The opportunities for improvement are categorized by campus-wide challenges that may be more visible within the shared governance model and those challenges that are structural or relate to specific elements.

### *Campus Wide Challenges*

- *Engagement:* There is a pervasive concern about attendance at assembly meetings and engagement of those attending the meetings. It is difficult to discern if the lack of attendance is due to flaws within the model or an overall lack of apathy and engagement across the campus.

- *Loss of committees with cross-functional representation:* There is a deep sense of loss of relationships with others from across the campus. Many respondents mentioned the lack of interacting with faculty and/or with staff and engaging in cross-department-function dialogue related to campus issues.
- *Capacity:* The number of meetings is referenced repeatedly as a challenge. Due to decreases in staff and faculty positions, respondents note an overall lack of capacity and a questioning of how more meetings related to governance provide value to the campus.
- *Communication:* There is a sense that campus-wide communication is not as effective as it could be.

#### *Model Specific Challenges*

- *Meeting Design:* The meetings are formal in nature and perceived as bureaucratic, top-down, and although somewhat productive, not encouraging of robust dialogue among attendees. Some meeting agendas in some assemblies feel over-packed, others feel very light or unclear as to how to use their time.
- *Leadership:* There is a lack of volunteers for leadership positions nor formal facilitation training for those leaders.
- *Training:* There remains confusion as to what issues the governance model should address.
- *Structure:* The nature of the three separate assemblies is perceived as deepening the silos across the campus.

### **Recommendations - Proposed**

- Develop a vision for how participants in the model would experience meetings to ensure that they have impactful “voice” in the process
- Review structure of model and determine if additional adjustments are needed; or clarification, adjustment to policies
- Review meeting structure and design; consider development of standing discussions, and/or annual joint agenda of campus-wide topics
  - Review number of standing reports for assemblies; shift to a chair-based request option or training for reporters to help with expediency
  - Create opportunities for Chairs to coordinate key messages for the campus
- Assess the annual meeting schedule and frequency of meetings; assess opportunity to decrease frequency if feasible
  - Review structure for all-campus meetings; to ensure dialogue and discussion, adding another avenue of input, considering strengthening of social cohesion, appreciation, recognition
- Develop ongoing methods to evaluate the model (attendance, meeting satisfaction pulse surveys, annual survey) and adjust as feasible
- Review incentive structure for leadership with the governance model and design and implement leadership training for those positions
- Develop a marketing strategy, including training on the importance of the model and the opportunities for engagement
  - Including benefits, importance of voice, participation
  - Clarification of work of the college vs. governance
- Assess opportunity for projects (outside of governance) to engage cross-functional representatives; possibly linked to strategic plan implementation

## APPENDIX A: CAMPUS SURVEY RESULTS

42 responses were received to the online survey distributed by the Evaluation Committee.

### Key Data Tables

Which Assembly/Council are you a voting member of?		
Answer Options	Response Percent	Response Count
Academic Assembly	57.1%	24
Administrative Assembly	16.7%	7
Student Services Assembly	14.3%	6
Executive Council (if you represent an assembly in executive council, only check the assembly you represent)	7.1%	3
I don't know	4.8%	2
<b>answered question</b>		<b>42</b>

Are you a part-time or full time employee at MxCC?		
Answer Options	Response Percent	Response Count
Part Time	7.1%	3
Full Time	92.9%	39
<b>answered question</b>		<b>42</b>

How important is a shared governance system to you?		
Answer Options	Response Percent	Response Count
Extremely important	9.5%	4
Very important	42.9%	18
Moderately important	31.0%	13
Slightly important	7.1%	3
Not at all important	9.5%	4
<b>answered question</b>		<b>42</b>

To what extent do you feel the current governance model has improved communications between staff, faculty and management?		
Answer Options	Response Percent	Response Count
Communications have greatly improved.	7.1%	3
Communications have slightly improved.	28.6%	12
There has been no change.	26.2%	11
Communications have slightly declined.	16.7%	7
Communications have greatly declined.	21.4%	9
<b>answered question</b>		<b>42</b>

Do assembly meetings lead to greater involvement and engagement in governance by college employees?		
Answer Options	Response Percent	Response Count
Yes, assembly meetings facilitate greater engagement among college employees.	19.5%	8
Assembly meetings do not make any meaningful difference in employee engagement in governance.	48.8%	20
No, assembly meetings permit less engagement among college employees.	31.7%	13
<b>answered question</b>		<b>41</b>
<b>skipped question</b>		<b>1</b>

## Open-ended Questions

In your opinion, what aspects of MxCC's current governance model are working?

Theme	Representative Comments
Overall	<ul style="list-style-type: none"> <li>I like the structure which allows for many more voices to be included, and the Executive Council is particularly useful in getting representatives across campus meeting with management on a monthly basis, something that was not happening consistently with the previous model.</li> <li>Consistent opportunity for everyone to voice their opinion and share ideas.</li> <li>The aspects that address concrete problems that have clear solutions.</li> <li>It is more inclusive.</li> <li>Small group with a common perspective leads to meaningful discussion.</li> <li>Structured times each month for meeting as an Assembly. It is also helpful that offices are able to close to each staff member feels they may contribute to the governance process.</li> <li>This inclusive structure keeps all informed.</li> <li>Meeting in groups - more discussion within the division.</li> <li>The structure is great once you get used to it.</li> <li>It provides an organized way for faculty, staff and student to discuss, brainstorm and resolve topics of relevance.</li> <li>Meetings are held regularly.</li> </ul>
Curriculum Approval	<ul style="list-style-type: none"> <li>The curriculum committee seems to get stuff done!</li> <li>Curriculum committee's proposals to community and to Executive Council.</li> <li>Committee work seems to be streamlined. I've served on the Curriculum Committee in the past and the processes are much smooth now with a Consent Agenda" so we don't debate issues that have already been decided and approved.</li> <li>Transparency, tracking of curriculum changes</li> <li>Approval of academic courses and changes are streamlined</li> <li>The process to move curriculum changes forward works well.</li> </ul>
Improved Communication	<ul style="list-style-type: none"> <li>There is some attempt at communication, and the various bodies are able to discuss their concerns.</li> </ul>

and Information	<ul style="list-style-type: none"> <li>• Increased communication.</li> <li>• Within the assembly, I feel like there is more awareness of issues</li> <li>• Information is getting to employees.</li> <li>• Relay of information.</li> </ul>
Proposals	<ul style="list-style-type: none"> <li>• Tracking of proposals</li> <li>• Submitting proposals online</li> <li>• Tracking system for proposals.</li> <li>• 1 week community comment period.</li> <li>• Proposals are timely and relevant.</li> <li>• Instructions for submitting governance proposals and the process are clear and easily accessible on the website.</li> </ul>
Website	<ul style="list-style-type: none"> <li>• The website is helpful.</li> <li>• The one thing that does work is the website.</li> <li>• Love the website and the transparency.</li> </ul>

Overall, how satisfied are you with the current governance structure?		
Answer Options	Response Percent	Response Count
Very satisfied	0.0%	0
Satisfied	16.7%	7
Neither satisfied nor dissatisfied	28.6%	12
Dissatisfied	33.3%	14
Very dissatisfied	21.4%	9
Please elaborate on your response		25
<b>answered question</b>		<b>42</b>

**Additional comments:***Overall – neutral perceptions*

- The system still provides an alternative method to address issues.
- I have been able to submit requests and participate.
- There is no one perfect model. We can tweak whatever is seriously not working for someone. I think with this new model that we have gained some benefits but perhaps have added some new frustrations. Again, there is no one perfect model.
- I feel like it is much easier to get involved but I don't know if that feeling is shared by my colleagues.
- Some aspects work well such as the work of the Curriculum Committee and the fact that its membership draws across all "assemblies." However, there seems to be a lot of redundancy in the different assemblies and it feels that the academic assembly is asked to rubber-stamp many proposals and when we do engage in critical discussion about one, there isn't enough time at the meeting to come to closure or definitive resolution. It feels like we are spinning our wheels and not getting anywhere.

*Negative perspective – perception of input*

- Personally, I think shared governance in general is good in theory but ultimately pretty unnecessary. Administration (especially OUR president) decides what they want to do with little input from others. Shared governance is a series of unnecessary meetings and obstacles/paperwork serving only to give the illusion that what the employees think makes a difference.
- It seems that regarding major issues such as TAP and staffing needs/concerns, the assemblies do not provide a mechanism to express our concerns, take action, or make recommendations.

*Negative perspective – bureaucratic and drives isolation*

- Overall, the new model has too many working parts for such a small college. Folks interested in governance want to be together to share their views and learn from one another. The current system does not provide opportunities for this - faculty are isolated from administrators and staff. The model is complicated and requires regular meetings even if there are no proposals to consider, which is often!
- As stated above, the current system is very bureaucratic, and not as inclusive as people think.
- I thought we would be pulled together more by this new structure, it seems to have further divided us as faculty and the worker bees and then the ??? people who never seem to have a voice - secretarial and clerks.
- Overall, I don't believe it has been good for the health of the college.
- I still feel like faculty are the only ones really influencing anything happening on this campus and that's an issue for me.

*Leadership - challenges*

- In some assemblies the proportion of individuals needed for leadership roles is challenging. With about 20 members we need 25% of membership to be in leadership positions at any one time. That is kind of difficult to do.

*Improve engagement*

- If we could get more buy-in I think this could work well with some tweaks but I don't know how to overcome the lack of engagement. For example, the fact that it's so hard to get leaders (never mind offer good training to leaders which was the intention). Need to improve meeting management.
- Regardless of structure, same ppl attend/participate and same ppl do not.
- This model can only work when all participate, and this is not happening.
- Assembly meetings are a good place for dialog but not many show up.

*Improve communication – all campus and cross-campus constituencies*

- Although we have the opportunity to share ideas in our individual assembly, learning about what is going on around the college has declined since we have very few all-college assemblies. When we do, the assembly period is mostly taken up by a topic that always requires more time that we have. Regular communication about issues that affect us all is poor to non-existent. It would also be nice to have assemblies that share GOOD news about what is going on to encourage the "community" spirit-- such as promotions, award of tenure, positive feedback, births, awards, etc. The governance "structure" has taken away the positive and productive assemblies we've had in the past.
- The current system does not work well in terms of communications among faculty, staff, and administrative supports as well as people working on collaborative projects.

- In the governance process, only include those roles that we employees of this college can develop, have the power, and carry through with results.
- There is no cross college discussion anymore. The assemblies don't allow for other viewpoints (Faculty/Administrative/Student Services) and quite often one knows what is going on in their area so the assembly is pointless as we want to know what is going on college wide.
- The previous structure allowed for more local discussion, regarding curriculum and policy, at the division level. This piece isn't supported with the new governance model or the new school model. It really can't be retrofitted either. Sadly, important voices simply aren't heard. I also fear a growing level of animosity emerging within the new structure.
- We do not have a structure that facilitates communication among the various constituencies of the college. It is hard to have input when we do not know what the issues are that need our attention beyond the obvious.

### What does shared governance mean to you?



### Opportunity for voice in college matters

- Opportunity to engage with faculty and staff on shared interests and accomplish change in areas where change is needed
- Opportunity for employees of MxCC to share their ideas and proposed policies regarding the work of the college, staff morale, campus safety, and future possibilities
- Important for our voices to be heard, and for us to have say and input in what goes on, as we are professionals, and need to be part of the process.



- Opportunity for students, faculty, staff, and management to voice their opinion on the issues affecting the college and provide feedback to ensure its' mission remains in focus.
- Everyone is provided an opportunity to have their say.
- Being able to have a voice in how Middlesex functions.
- Involvement in decision making processes and communications between management and everyone else.
- We should all have the opportunity to be a part of - at least a voice - regarding the ongoing college transitions.
- When the system works well, everyone would have a say in matters pertaining to the college.
- Having a voice--one that will be heard and respected--in the formation of curriculum and local academic policy.
- The opportunity to be heard and participate when making policy change recommendations for the college. A chance to be able to voice opinions based on the expertise that I have and to collaborate with others for a better "sum of the parts" decision vs. just a management decision.
- Being able to have input into how the business of the college is conducted.
- Employees have the information and opportunity to provide input to the decision making process.
- Shared governance, to me, should allow all constituents involved in an institution a voice. However, as the current model does, fragmentation only allows certain voices to remain in silos. These silos trap those voices and leaves them unheard rather than allowing the silos to come together and form a unified voice.
- Shared governance allows all stakeholders to not only have a vote in governance issues, but a voice as well. It fosters collaboration in order to enable creative problem solving, and it allows participants an equal share in resolving issues before the college (and creates accountability for those decisions).
- A structure that makes participation availability to all that "wish" to participate is good shared governance.

#### ***Shared Power***

- Shared governance isn't only sharing in the process of governance, but having shared power to make and implement decisions.
- Shared authority with faculty, staff and administrators
- Makes all of us working on the same goals and it makes our college better serve our students.

#### ***Engages Campus Community***

- "Ohana - Nobody gets left behind." Everybody needs to see themselves as part of the Governance in order for that to work.
- Opportunity to interact with management as a group or individual.
- It means that all members of the college community have a place and a structure in which to discuss their concerns and brainstorm about ways to improve the College.

#### ***Additional Concerns***

- Each assembly acts independently and conducts itself independently.
- I am disheartened by what is going on in the academic assembly.
- Little to nothing other than unnecessary headaches, tedium, monotony, and annoyance.

- It doesn't have a meaning. It should have a function that is visible and the employees have the power.
- Simply this current governance model does not work. It is sad to see that in this survey there is no question asking if people want to go back to the previous model, which is my choice.
- Management routes college issues, except personnel and emergencies through the system. That has never occurred. We do not have shared governance.
- Functionally not much. Decisions are still being made by faculty or top down. I don't feel like my assembly has much of a voice.
- There are some decisions that are clearly the province of administration. But there are other areas that are fuzzier. Let's say, for example, the college wanted to create social media guidelines. In our old system, this concern would be brought by an individual to their division meeting for feedback, then to IRM. That group would consider the merits, work on guidelines, and updates on that work would be brought back to all 5 divisions by their IRM representatives. When the work was completed, it would be forwarded to College Council and the President. Any person who attended a division meeting would know the work was in progress and would be able to provide suggestions to their IRM rep that could then be brought back to the work group. Opportunities to engage abounded, even if their weren't always seized upon.
- In the current system, I wouldn't expect any level of engagement on the issue -- I wouldn't even expect to know anyone is working on it. I'd simply expect it to show up on an agenda as a consent item or as a report.
- It is clear that the system where all are required to participate can't work on our campus.
- An attempt to solicit a needs based plan that will be implemented not merely verbally understood as "veeery interesting."

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## APPENDIX B: FOCUS GROUPS THEMES AND NOTES – FIO LED

### What is working well?

#### ***Process Design, Structure, and Supports***

- Technology – Webex (2), Document sharing.
- Standardized tools to support the system.
- Website with information about model
- Information shared is overlapped, but this is seen as a positive.
- Standardized schedule helps with flow and calendar planning
- Tracking – Proposals now have a tracking number to follow the process through implementation.
- Proposals are now going through for approval
- Pilot is iterative – it can be changed, tweaked and improved as we move forward
- Assembly system gives everyone a vote

#### ***Role of Liaison***

- Value in attending multiple meeting and hearing things more than once – hear different perspectives and other voices.
- Liaisons provide coverage for Assemblies and pass the information on. They get the opportunity to see how the other assemblies discuss and operate within their own sphere
- Liaisons contribute to group interaction; confusion on if they should be providing reports from other assemblies

#### ***Inclusion/Staff Participation***

- Value for staff to be at the table. Staff is welcome and expected to attend.
- Administrative assembly comes together for direct dialogue each month. This did not happen before.

#### ***Role of Recorder***

- The Executive Recorder is great! She gets information to the right people.

#### ***Communication***

- Increase in transparency to campus issues - “We know what is going on.”

### What are the opportunities for improvement?

#### ***Issues with Overall Structure/Process***

- System is very bureaucratic.

- Too many all college meetings with information that could be disseminated via email.
- Meetings should address issues with staff and faculty that are important. “Don’t waste our time”
- Meetings are repetitive – “We feel that we are not getting anything done.”
- Still too many meetings – Student Development Committee is gone, but the goal has not been met to cut down on the number of meetings.
- Missing the boat on the timeline for process and submission of proposals
- More bureaucratic than before – too many meetings for information that could be shared electronically.
- What is the goal(s)? Have we met them?
- Steps have changed/missing. The old model had an opportunity for robust discussion with colleagues. Now it feels like “Rubbing Stamping.” (Reference to division level discussions around curriculum)
- The process is inconclusive. What is actually being accomplished?
- Too much talk, not enough action. This could be contributing to low morale.
- Tensions exist between assemblies. Some run on ten month models while some run on twelve month models. Need to respect contracts, but ten month faculty are not present during the summer to review proposals. How to be involved while honoring our contract?
- What is the outcome we want? Need to focus on this.
- Too much redundancy.

### **Meeting Design/Agenda**

- The model offers structure but it may be too formal. The real “meat” doesn’t happen until the end of the meeting and there is usually not enough time for open discussion on proposals.
- Not enough time to discuss proposals – too formal and procedural
- The agenda should be revised.
- Too many reports – what is presented is not important and it rehashes what we already know.
- Redundancy – reiterating what is being said at the meetings, but not bringing back useful information on what the other groups are doing.
- Meetings are inefficient.
- Seem to “Get lost in the weeds” – Focus on action items and goals.
- Let the agenda come from “the body”. Not interested in topics.
- Too much reporting now and not enough discussion. This may be the reason why attendance is lacking.
- Meetings need to be substantial – not just reporting

### **Additional Education/Training on Model**

- Need clarification on what is a Governance issue and what is not.
- We don't always know what we are supposed to be doing?
- What are we supposed to talk about in these assemblies?
- "Will this process make a difference?"
- Governance has been replaced with operational staff
- Must clarify "What is the method I should use?" and "What can I contribute to the growth of the college?" – this is now missing and not discussed with all staff and faculty
- Confusion – who is doing the reporting on the meetings?
- Confusion with both process and governance – "How does this whole thing work?"
- All college sessions are topic focused – not about governance. "We need more dialogue around Governance"

### **Opportunity to address sense of lost cohesion/increase in silos**

- Campus is more segregated than ever before. Not as much interaction as before.
- Would like to have more all-colleges assemblies that are not topic focused.
- Limited opportunities to work together with others in the college and to socialize and talk.
- Dynamics are different in all college meetings as opposed to smaller committee meetings.
- Miss the opportunity to work in small groups with representation from all committees.
- Add "Coffee!"
- "We feel disenfranchised."
- Increased sense of siloing
- "Meetings are important but difficult to juggle."
- Feeling of disenfranchisement – lack of connections
- Faculty feels disenfranchised. Less involved in the process for approving proposals and curriculum

### **Improve Communication**

- Use email to share reports to free up time at meetings for important discussions.
- Proposals are not being reviewed in depth.
- More all college meetings. MAP could have been presented college wide if everyone is at the table. Redundant to keep presenting items at individual assemblies.

### **Improve engagement**

- Participation and attendance needs to be better. 23 Listed members. 5-6 members usually show up to meetings.
- Explore what may motivate people to return
- Lack of attendance is telling – “Why are we here? What is the purpose?”

### **Improve leadership opportunities**

- Leadership – Some assemblies have trouble filling leadership roles.
- There are leadership roles, but not ones that people necessarily want to fill.
- Previous model allowed for leadership based on interest of the participants.
- Liaison role – Seen as a silo – not enough chance to interact with other groups.

### **Address number of meetings**

- “We are too small of a college to have so many meetings”

### **Improve model supports**

- Website is text heavy and difficult to navigate. Not user friendly. Information is there but hard to find.

### **Opportunity to change one thing....**

#### ***Adjust/improve model***

- New structure is not working – favor the old model
- Need clarification on the new model
- Increase communication
- Sense of team collaboration
- Tweak the old structure vs. push forward with new model
- PSA monthly meetings – “There are too many meetings!”
- Clarify decision making, governance (and governance issues)
- Clarify what we are hoping to accomplish/ What are we trying to accomplish?
- What is Governance? What is the issue?

#### ***More interaction with others***

- More inclusiveness between staff and faculty
- Want more interaction with faculty and staff

- More all college meetings – chance to gather and collaborate
- Want meaningful input and participation - “need to feel that we are being heard.”
- Bring together more people to socialize and discuss issues

***Leadership related***

- Few leadership roles for staff and faculty that they want to fill – mismatch on this issue – some assemblies need leadership
- More all college meetings that are inclusive – Top response
- Need a President’s report. What happens at the Executive Committee level?
- The President needs to address the college regularly. Lead the discussion – “Who is leading the institution?”

***Address Engagement***

- Engagement vs. Morale - Is the Model the problem? Why aren’t people more engaged? Does it matter?
- “Are people committed to this process?”

***Additional Suggestions***

- Create a subcommittee with Student Development and IRM (Information Resource Management). Make this open to everyone at the college. They can report back to the Assembly to move items forward.
- Acknowledge the commitment of people to further this issue and resolve it

***Improve meetings***

- “Coffee!”

## APPENDIX C: FOCUS GROUPS THEMES AND NOTES – EVALUATION COMMITTEE LED

All College Meeting on Governance - Wednesday, Dec. 7, 2016

Notes Categorized by Fio Partners

<p><i>Introduction &amp; Background</i></p>	<ul style="list-style-type: none"> <li>• The members of the Governance Evaluation Committee were announced and the GEC's charge was explained.</li> <li>• It was explained that the original changes to governance were made due to a finding by NEASC during MxCC's comprehensive evaluation.</li> <li>• Those in attendance were informed of the changes made last year based on survey feedback then.</li> <li>• An attendee informed the group that in years previous, it was required for employees to attend; it was part of your job.</li> <li>• The attendees were reminded that a consultant is working on MxCC's strategic plan and intends to incorporate governance into the plan, which should be complete by the end of the Spring 2017 semester; the goal would be to implement a new model or changes to the existing model by Fall 2017.</li> <li>• It was assumed that everyone in the room took the survey; and curious how many respondents actually attend governance meetings.</li> <li>• The NEASC standard for governance was explained.</li> </ul>
<p><i>Survey Discussion</i></p>	<ul style="list-style-type: none"> <li>• The results of the survey distributed on 11/28/16 were discussed; only 42 people, approximately 1/3 of full-time faculty and staff participated.</li> <li>• An attendee noted that new employees possibly weren't sure how to respond to some of the questions because they have not been at MxCC long enough to make a comparison.</li> <li>• Attendees noted the lack of participation both in filling out the survey and attending the meeting. There seems to be a feeling of lack of participation of faculty and staff overall at MxCC; an example of this was lack of faculty members on Curriculum Committee.</li> <li>• Distribution of the survey results were discussed. It was decided that because the survey was anonymous, and that the results might help faculty and staff assist in identifying areas currently not working that the survey comments will be distributed to the college community.</li> </ul> <p>A summary of common themes from the survey results were discussed:</p> <ul style="list-style-type: none"> <li>• The current model is not working well, examples: too formal, silos, rubber stamping.</li> <li>• There are too many meetings, but would like to see meetings be more inclusive.</li> <li>• The website is working well.</li> <li>• Some indicated governance is not needed at all.</li> <li>• Some liked the current model and thought more time was needed for people to become familiar.</li> <li>• Tweak the current model, do not start from scratch.</li> <li>• Create a better model.</li> </ul>



<p><i>Envisioning the Future</i></p>	<p><i>The group was asked: What do we want governance to look like; what do we want going forward; what do we want to have in terms of governance; and what does shared governance mean to you?</i></p> <p><i>One attendee indicated he was careful to criticize the current governance model because he did not have a vision for a better way to structure it.</i></p> <p><i>Governance - Ideal</i></p> <ul style="list-style-type: none"> <li>• To collaborate and share ideas; a system with cross pollination.</li> <li>• Just listen to what faculty and staff are saying.</li> <li>• Involvement needs to be integral and required; and part of one's job.</li> </ul> <p><i>Governance – Concerns with current model</i></p> <ul style="list-style-type: none"> <li>• The governance structure is too big for the size of the institution.</li> <li>• When developing the new governance model the idea of having assemblies was so it was more inclusive and ideas were coming from the bottom up. It seems assemblies are too caught up in deciding what a governance issue is vs. what is not and the idea was lost.</li> <li>• A sister institution's governance model was explained: Divisions/Departments → Curriculum Committee → Senate (includes all college members, not just faculty) → President. The Senate meeting includes reports for various departments as well.</li> </ul> <p><i>Campus-wide Issues/Outside of Governance Model</i></p> <p><i>General</i></p> <ul style="list-style-type: none"> <li>• We do need to listen to people; and if we are listening to people we will see people do not want to participate; and that only a handful of people are in attendance at the all college meeting. Where is everyone else? It seems like we are going backwards.</li> <li>• The school structure shifted and departmental contact changed which may have had an impact on participation.</li> <li>• The change in class schedule impacted ability to participate for some.</li> <li>• For some assemblies, participation is not required by union contracts so there is no incentive to attend and participate.</li> </ul> <p><i>Meeting Volume/Capacity</i></p> <ul style="list-style-type: none"> <li>• People are taking on more work and are stretched too far.</li> <li>• To explain what is meant by too many meetings, an attendee outlined all of the meetings he attends in a month. There is a cost to having meetings for example: if several people are at a meeting they are not helping students, tutoring, grading exams, etc. If there is a cost of attending a meeting it should be worth the cost of being pulled away from other duties. The meetings should be meaningful and generate action.</li> <li>• Many people are not at this meeting, not because they don't want to be, but because they have other commitments.</li> </ul>
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	<p><i>Proposed – Next Steps/Suggestions</i></p> <ul style="list-style-type: none"><li>• A suggestion was made <b>to develop a task force</b> to analyze the survey results and other feedback and develop a model to address overwhelming dissatisfaction.</li><li>• <b>Improve meeting structures</b><ul style="list-style-type: none"><li>○ An attendee informed the group when working in private sector his meetings had rules, they started on time, they were limited in the amount of time spent, and every meeting had to have a conclusion, no meetings were informational.</li><li>○ It would help if meetings were more meaningful and dynamic.</li></ul></li></ul>
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# MIDDLESEX COMMUNITY COLLEGE



## Alumni Survey Report

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*

# Middlesex Community College

## ALUMNI SURVEY REPORT

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## DISTRIBUTION AND METHODOLOGY

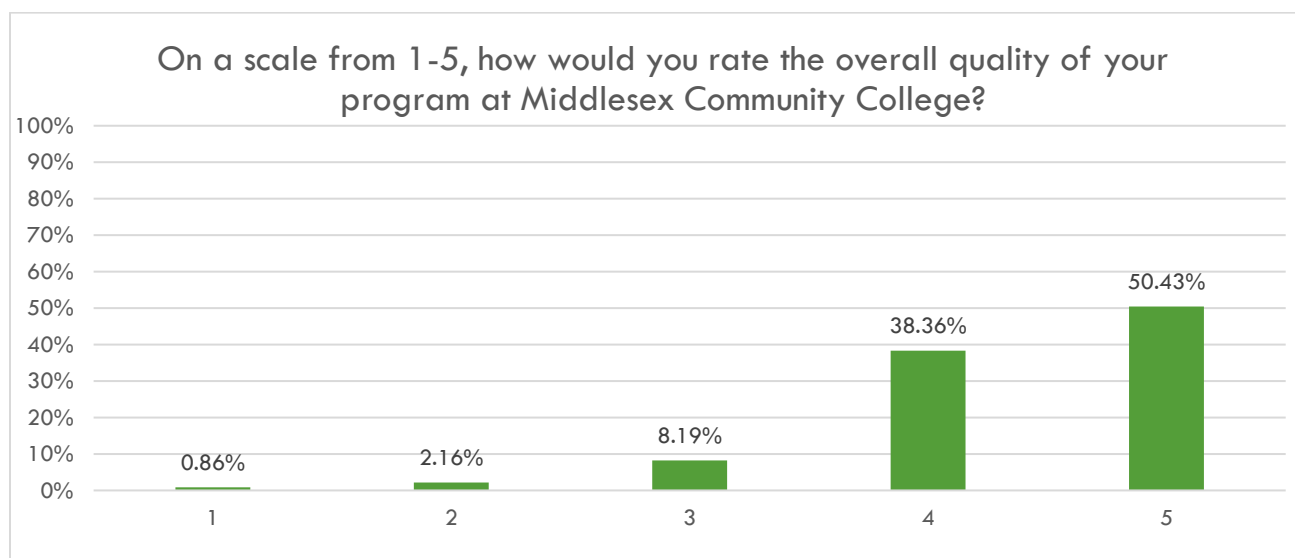
In the fall of 2016, Fio Partners distributed an online survey to 3,705 alumni via email link. The survey was created on the platform Survey Monkey. This was the first attempt to reach alumni via email by Middlesex Community College. The email link to the survey was live for a five-week period. During this time four reminder emails were sent.

1,138 alumni, or 31% opened the email. The link remained unopened by 1,785, or 48% of recipients. The email bounced back from 704, or 19% of recipients, indicating outdated contact information from this group. There were 294 people, 8%, who clicked the link to get into the survey, and 259 who completed it. This represents a total response rate of 7%. There were 78 alumni who opted out.

## YOUR EDUCATIONAL EXPERIENCE

### Program Quality

The first grouping of questions asked alumni to reflect on the quality of the program they attended at Middlesex Community College. When asked to rate their overall experience on a scale of 1 to 5, 5 being the highest, most respondents gave their program the highest rating. The chart below displays those results.



Most respondents, 61%, began their education at Middlesex Community College.

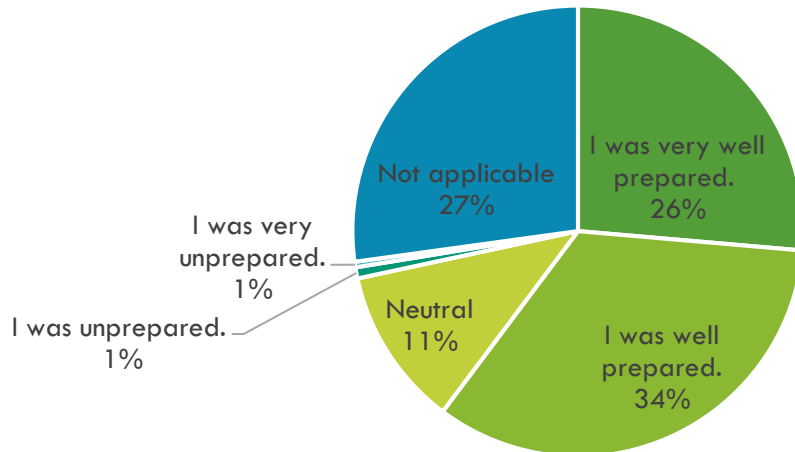
### Education Beyond MxCC

A majority of respondents, 62%, transferred to a 4-year school to complete their education after leaving Middlesex Community College. Most of those that transferred on to complete their education, 84%, stayed in Connecticut to pursue their bachelor's degree. Of those in-state transfer students, 66% went on to a CSU or UCONN, with Central CT State University being the most attended school for transfers. Those students who pursued their degree out of state generally stayed close to home in Massachusetts, New York or New Hampshire.

When asked how well Middlesex Community College prepared students for their bachelor studies, the majority of alumni responded that they were very well prepared, 26%, or well prepared, 34%. There were

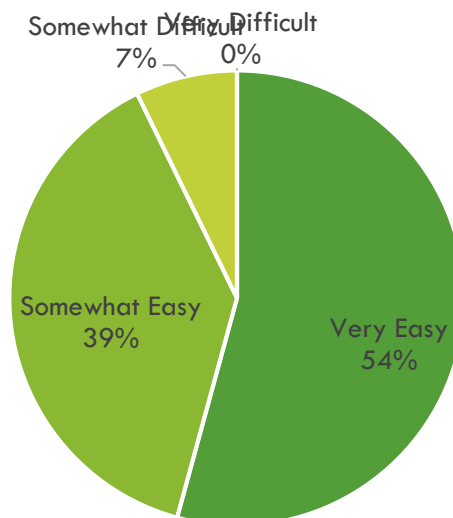
20 responses that indicated a neutral feeling of preparation, 11%, and only 3 individuals reported feeling unprepared or very unprepared.

How well did Middlesex Community College prepare you for your four-year education?



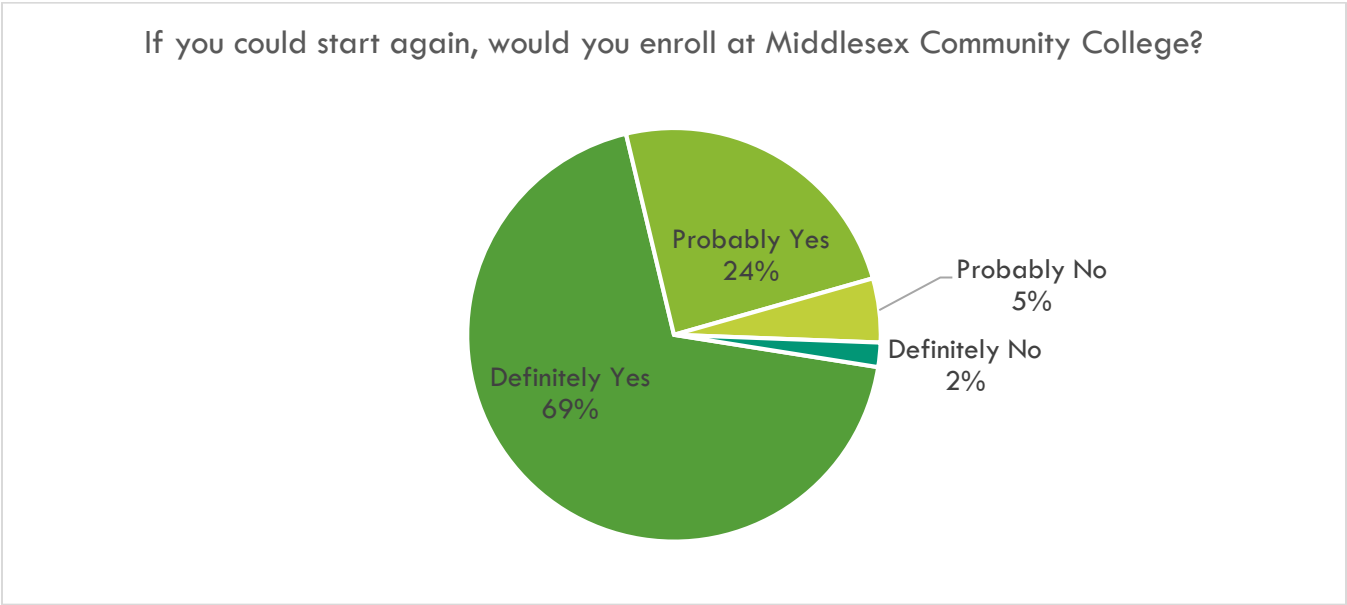
The next question asked alumni about the transfer of credits to other institutions. The responses indicated that 39% found transferring credits from Middlesex Community College to be very easy, 28% found it somewhat easy, and 5% found it somewhat difficult. No alumni indicated the process of transferring credits was very difficult.

How easy was it to transfer your Middlesex Community College credits to your college/university?



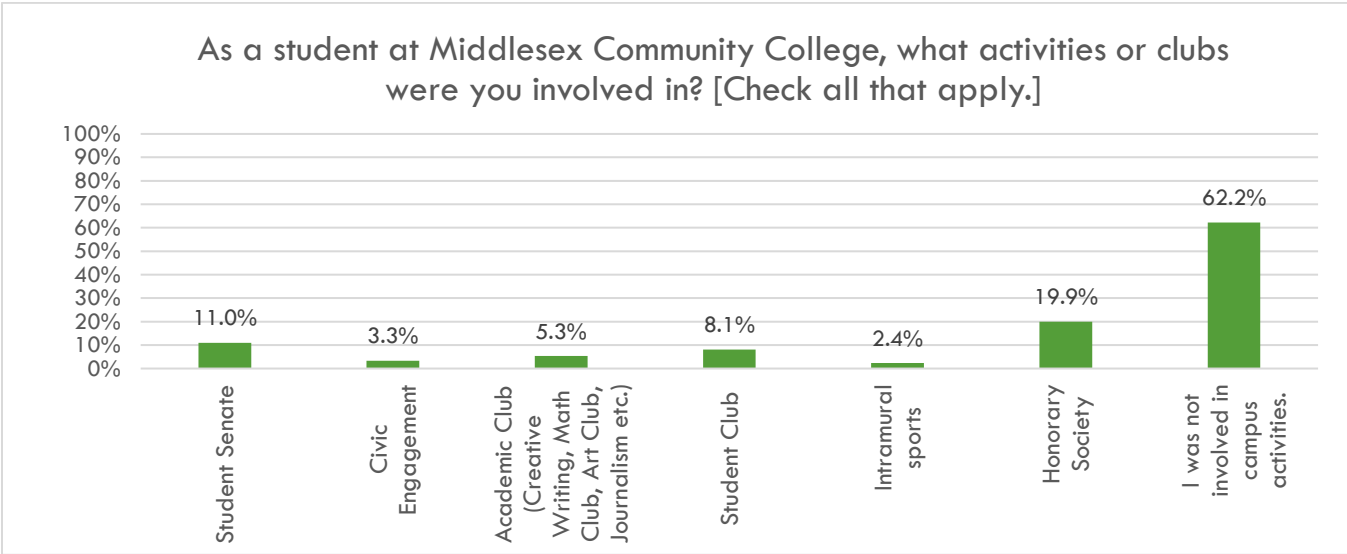
Alumni were asked if they have earned 4-year degrees. Responses indicated that an equal number of alumni have earned their 4-year degree or higher as have not, with 38% each. The remaining 24% report they are currently working toward a degree.

The next question asked alumni if they had it all to do over, would they still enroll at Middlesex Community College. The majority answered in the affirmative. The chart below displays the responses:



Campus Involvement

The chart below displays the level of involvement of the alumni respondents in campus activities or clubs while enrolled as students. The majority of respondents, 62%, were not involved in activities while attending MxCC.



Of those students involved in clubs, the majority indicated involvement with the Computer Club, Human Services, Newspaper, and Phi Theta Kappa.

## Alumni Memories

The last question in this section asked alumni to share a memory of their experience at Middlesex Community College. Below is a sample chart of comments, the overwhelming majority of which were positive.

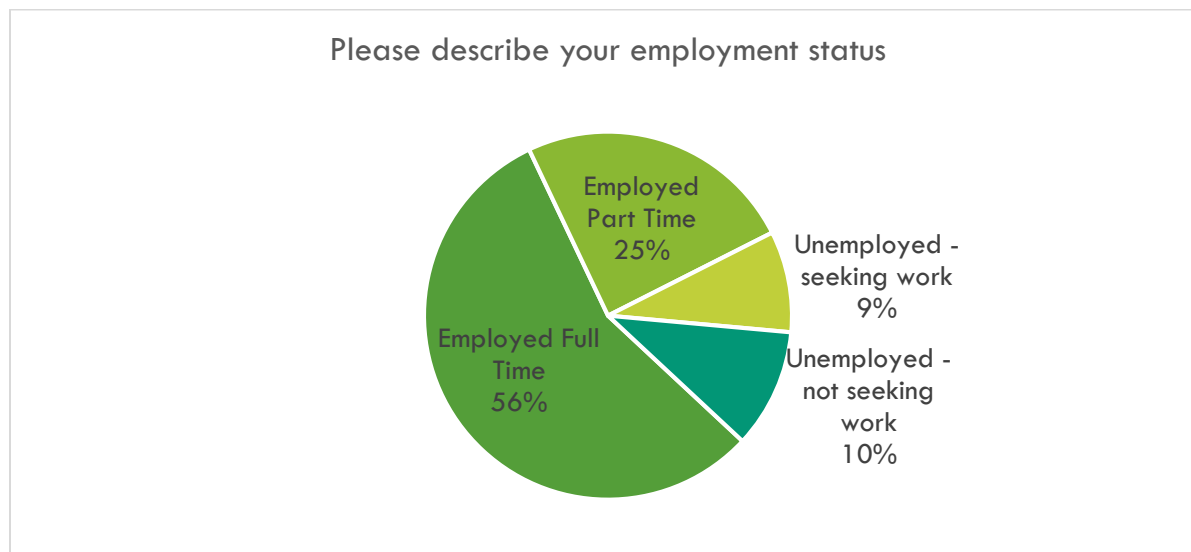
MxCC is an amazing college that I wish was a four-year school, I would not have transferred. The college is beautiful, the professors are excellent and my transition to Charter Oak State College was very easy. I also attended Paier College of Art for my art requirements and they were impressed with my portfolio from MxCC. I believe for the low cost of MxCC, I received the highest quality education. I was really impressed with the talented students and professors at MxCC, it was such an honor an inspiration to have such a wonderful college experience. Thank you!	The entire experience was one that I have passed onto others in my field looking to attain their formal education. There have been several police officers in my agency who have since attended MxCC and have enjoyed the experience. I look back on the experience and have fond memories of the instructors, Dr. Larry Jetmore, Patty Raymond and others who made my experience a great one. I feel the school is a great place to attend, learn and make life long friends. Thank you to all of the people involved in assisting me in obtaining my degree. Although it has been quite a while ago, I will have the positive memories of the institution for a life time
I loved coming to class everyday at MxCC. The campus was beautiful and small enough to not be intimidating but big enough to get a college feel. The course load matched the load of my friends at four year colleges and I learned just as much, if not more than them. I felt very prepared leaving MxCC and wish it was a four year school and I could stay! I have all good memories of MxCC but most of all I remember how comfortable and confident my professors made me feel. MxCC is the BEST and I talk it up to EVERYONE who I know!	I am not familiar with the Counseling Program now, however (many years ago - early 80's), while I was attending full time, the counseling/advising staff was diverse and very welcoming. I recall that they were very helpful in assisting the students so that they would have the information and the tools to continue their educational pursuit. Their office always had students coming in and out and it felt like they really went out of their way for us and cared about each and everyone of us. This was true whether we were full-time/part-time, and also was regardless of our race and ethnicity. It was a happy and safe environment for me.
Though my degree was in marketing I thoroughly enjoyed the criminal justice class that was administered by Dr. Larry Jetmore. It is the professors and their "real world" experience that set Middlesex apart from other colleges and universities.	I appreciated having some teachers that I felt really cared if I succeeded. I worked full time and it was challenging but I was dedicated to achieving my goal of improving myself and getting my degree in Business Administration.
I always enjoyed the Arts and Media festival at MxCC because it gave the students a platform to showcase all their hard work. I was fortunate enough to have multiple projects on display at two of the festivals.	The friends I made and the motivation to achieve at a higher level.
Loved everyone in the sciences! All the professors I had were incredible!	As an adult student MxCC is very inviting and the professors are welcoming. It was a great experience for me
I learned so much from my student teaching at the preschool that was on campus. Such a fantastic program they had.	I think I was 51 years old when I graduated from MxCC. The pride on my children's faces at graduation made every moment worth it.



## YOUR CURRENT EMPLOYMENT

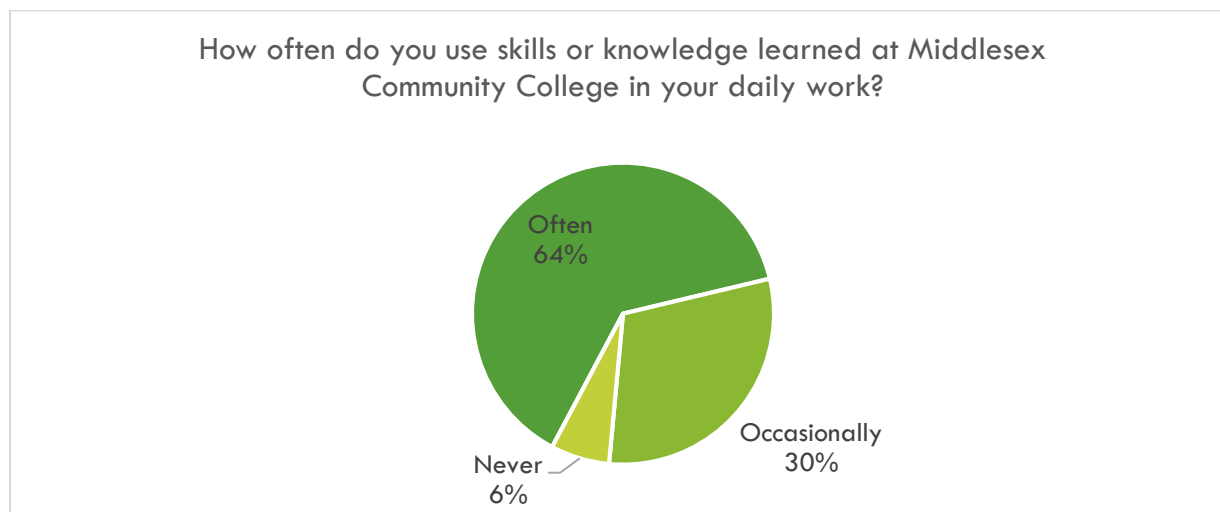
### Employment Status

The next set of questions asked alumni respondents about their current employment. Approximately 84% report being generally satisfied with their current career/education situation. Over half of alumni respondents are employed full time; an additional 25% are employed part time. Just fewer than 20% report being unemployed, with almost equal parts seeking work and not seeking work. A chart of the current employment status of respondents is below:



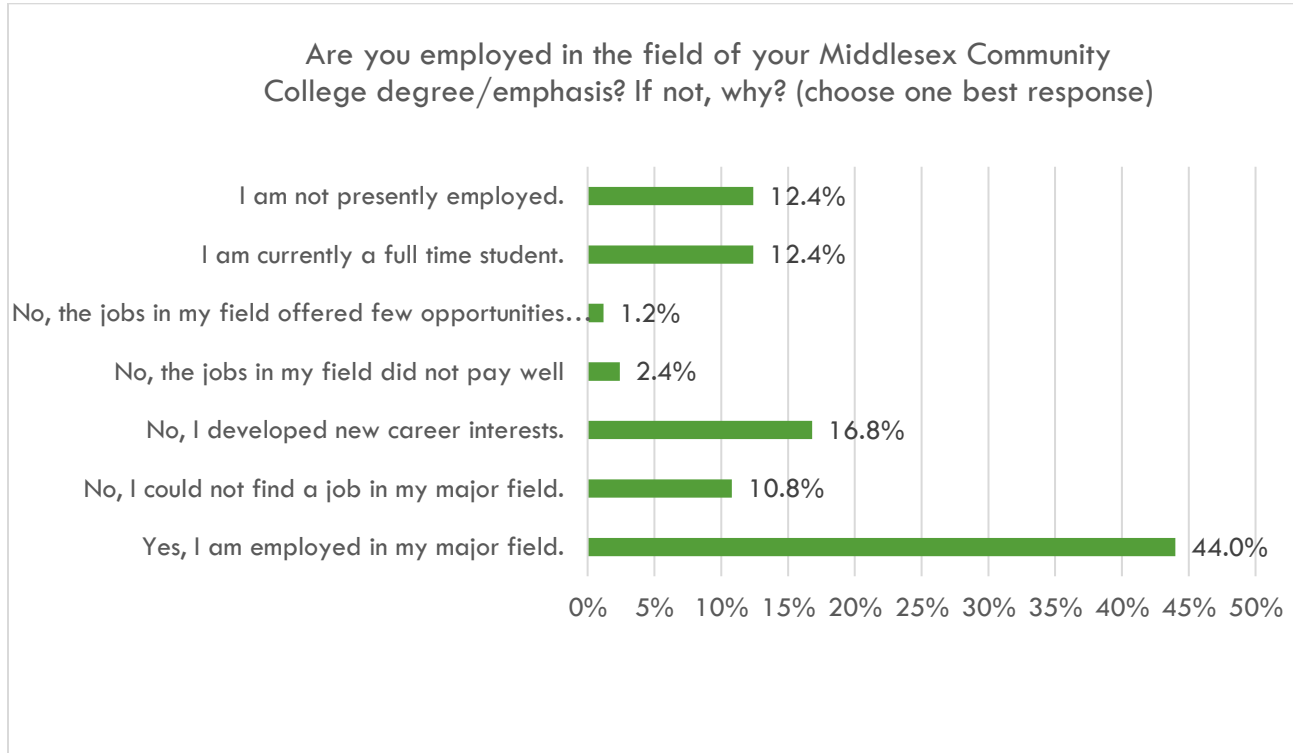
### Transferable Skills

The next question asked the extent to which alumni use the skills they learned during their time at Middlesex Community College. Over half report using those skills often, and about a third, occasionally. The results are displayed in the chart below:



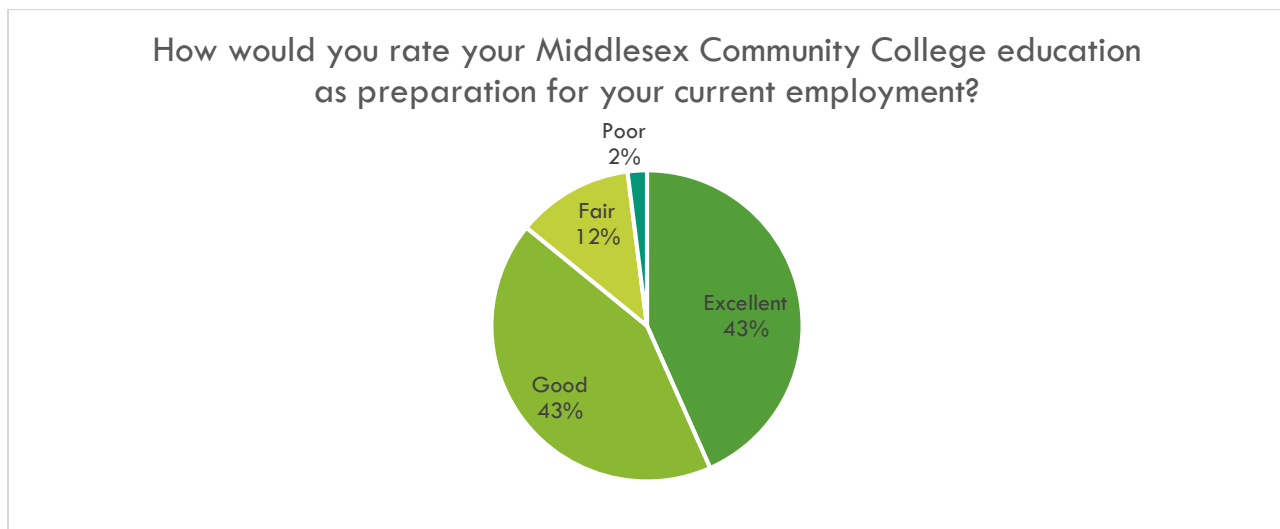
## Employment Field

Alumni were asked if they are employed in the field of the major course work they completed while at Middlesex Community College. Approximately 44% responded that they are employed in their field of study. Those that indicated they are not employed in their major field chose from several reasons why, illustrated below:

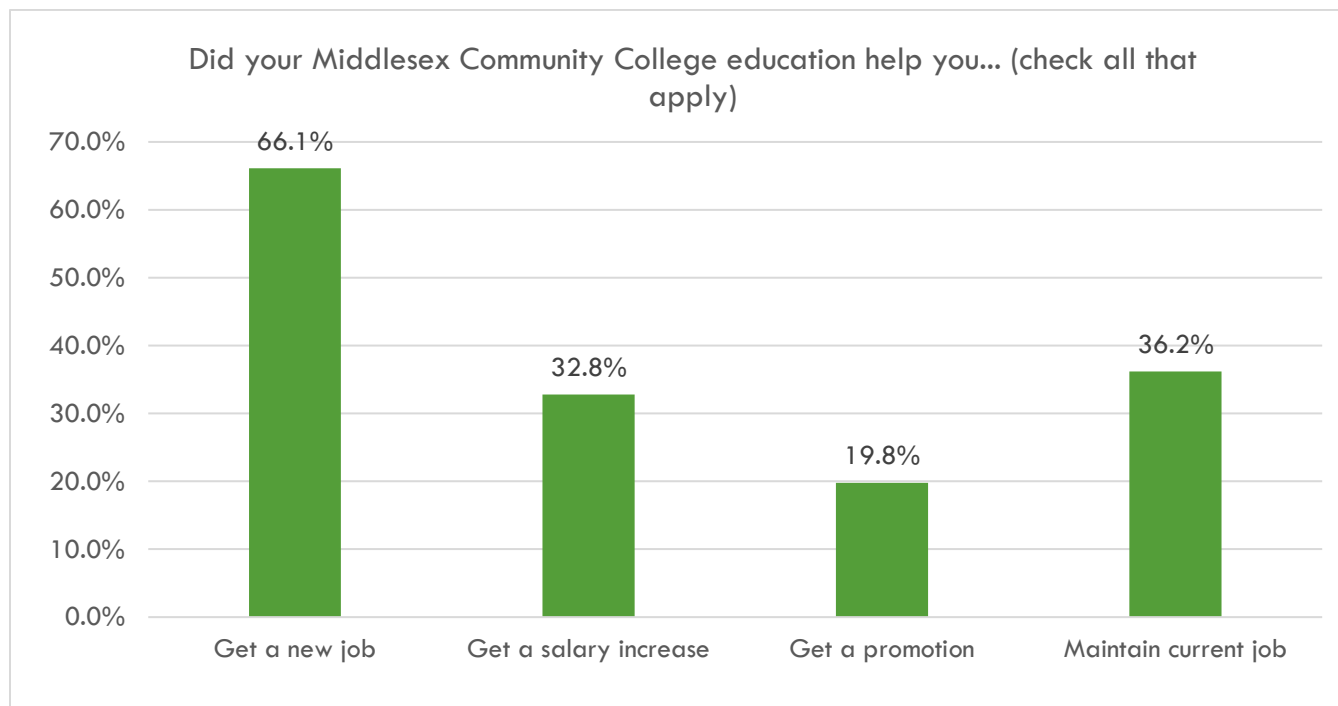


## Career Preparation and Trajectory

When asked to rate the level of preparation their Middlesex education gave them for their current employment, over 85% indicated their preparation was good or excellent. Roughly 12% reported fair preparation and 2% classify their preparation for their current employment to be poor.



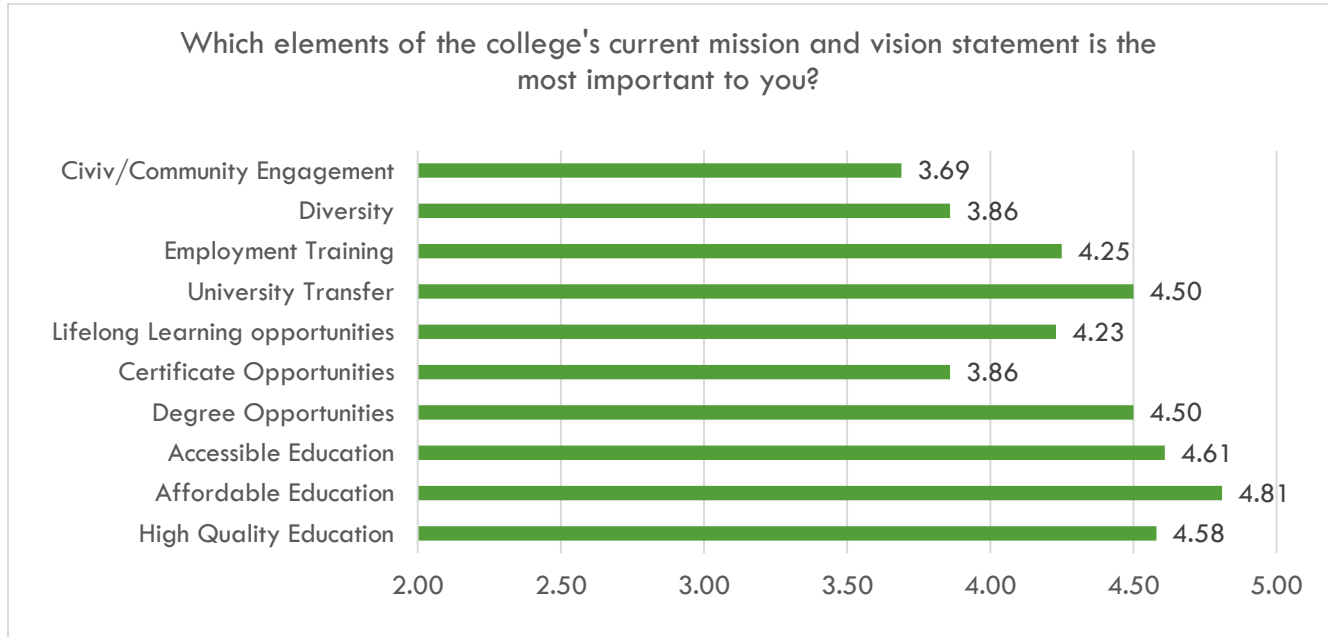
The next chart displays the ways in which respondents' educations have helped them in their career trajectories. The majority, 66%, indicated their MxCC education helped them to obtain a new job, while 36% say it helped them maintain a current job. Additionally, 33% indicated a salary increase resulted from their MxCC studies, and 20% credit a promotion to their MxCC education.



## YOUR PERSPECTIVES

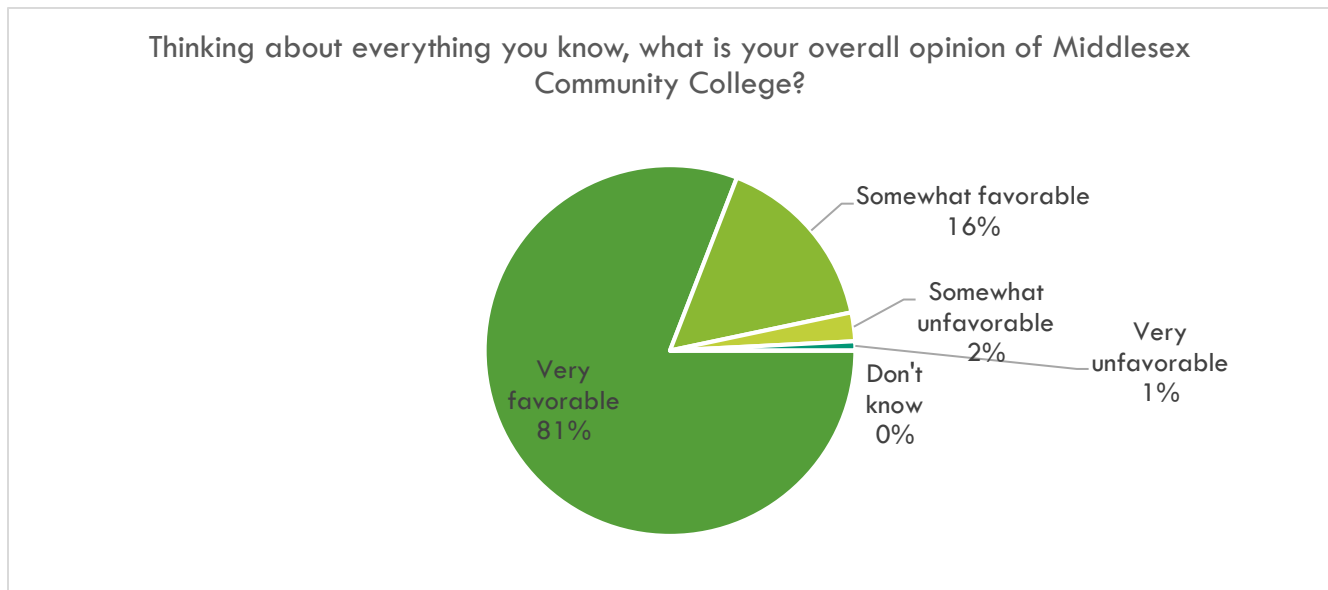
### Mission Statement

The next section of the survey asked alumni to reflect on Middlesex Community College. The first question asked alumni which elements of the mission statement are most important to them on a scale of 1 (least important) to 5 (most important). The results, below, indicate the most important elements are affordability, accessibility and quality of education.



### Overall Opinion

When asked about how favorably alumni view the college overall, the opinions were overwhelmingly positive with over 96% reporting very or somewhat favorable views.



## Word Cloud

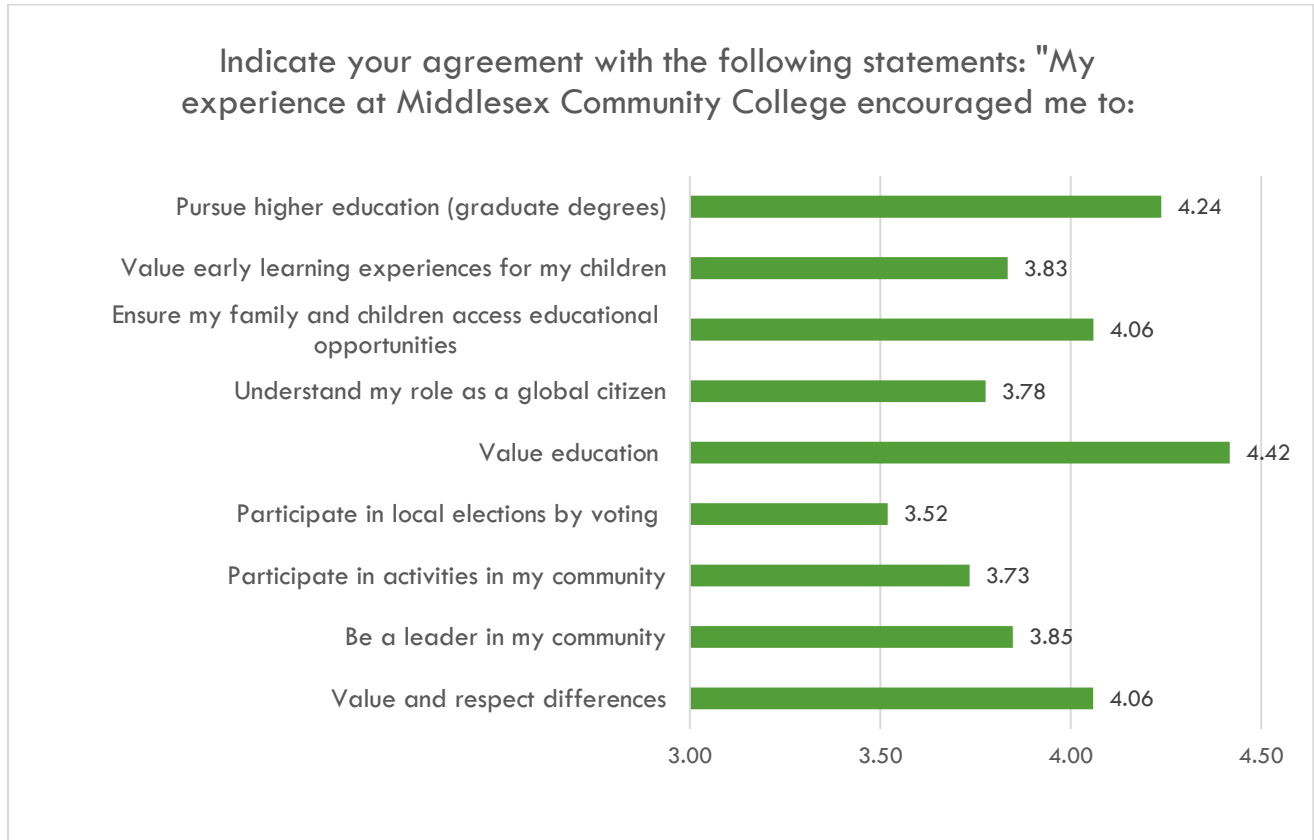
The next question asked alumni to share the first words that come to mind when they think of Middlesex Community College. Those results are displayed in the word cloud below. The more times a word was repeated, the larger its display. 168 alumni provided a response.

A word cloud of alumni responses to Middlesex Community College. The words are arranged in a roughly rectangular shape, with larger words indicating more frequent responses. The words are: Learning, High-quality, Job, Encouraging, School, Average, Excellent, Non-traditional, Student, Professors, Fun, Community, Family, Education, Amazing, Affordable, Degree, Opportunity, Knowledge, College, Teachers, Friendly, Drive, Experience, Friendship, Great Place to Start, Seeking, Supportive, and Stepping Stone.

Learning High-quality Job Encouraging School Average  
Excellent Non-traditional Student Professors  
Fun Community Family Education  
Amazing Affordable Degree  
Opportunity Knowledge College Teachers  
Friendly Drive Experience Friendship  
Great Place to Start Seeking Supportive  
Stepping Stone

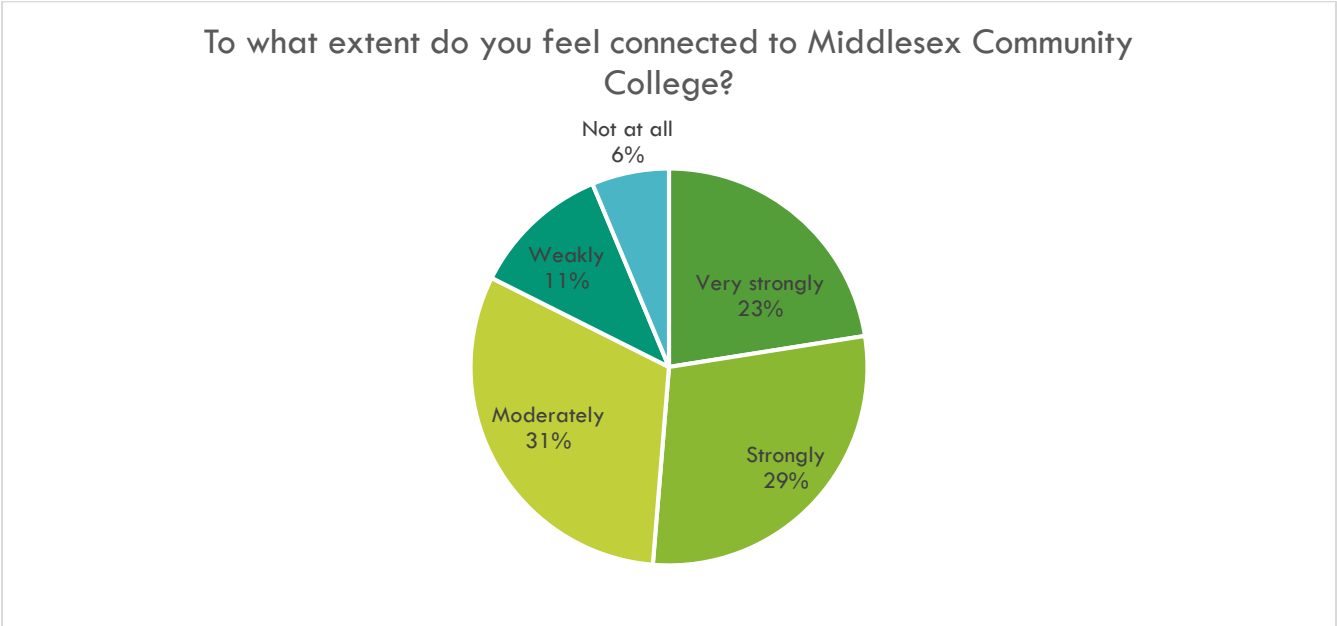
## MxCC Impact

To better understand the impact of MxCC on student perspective, we asked alumni to rate their agreement with a series of statements beginning with, “my experience at Middlesex Community College encouraged me to...”. The higher the rating score, the stronger the level of agreement by respondents. The chart below displays these results, indicating that alumni agree most strongly that their time at MSXCC encouraged them to 1) value education, 2) pursue higher education (graduate degree) and 3) ensure children and family access to educational opportunities. The statements that resonated least with alumni were 1) understanding my role as a global citizen, 2) participate in activities in my community and 3) participate in local election by voting.



Connection to the Community

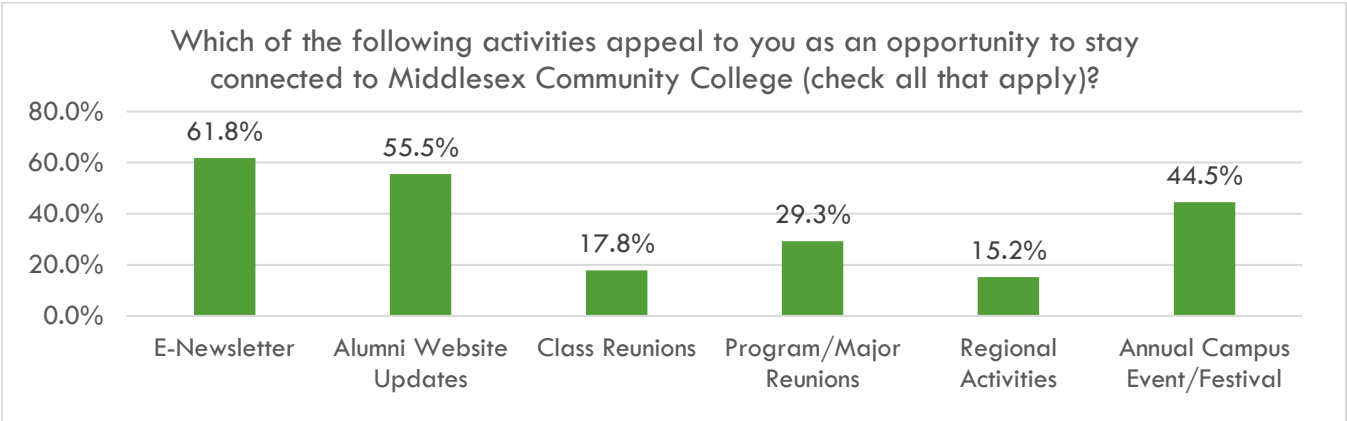
We asked alumni to gauge how connected they feel to Middlesex Community College. As displayed in the chart below, about half of alumni respondents feel strongly or very strongly connected. The largest group of respondents feels moderately connected to the college. There were about 18% who indicated feeling weakly connected or not at all connected to MxCC.



An overwhelming majority of respondents would recommend Middlesex Community College to others. Over 80% report they would definitely recommend the college, and another 14% would probably recommend it. There were about 3% who report they do not know enough about the current state of the college to recommend it.

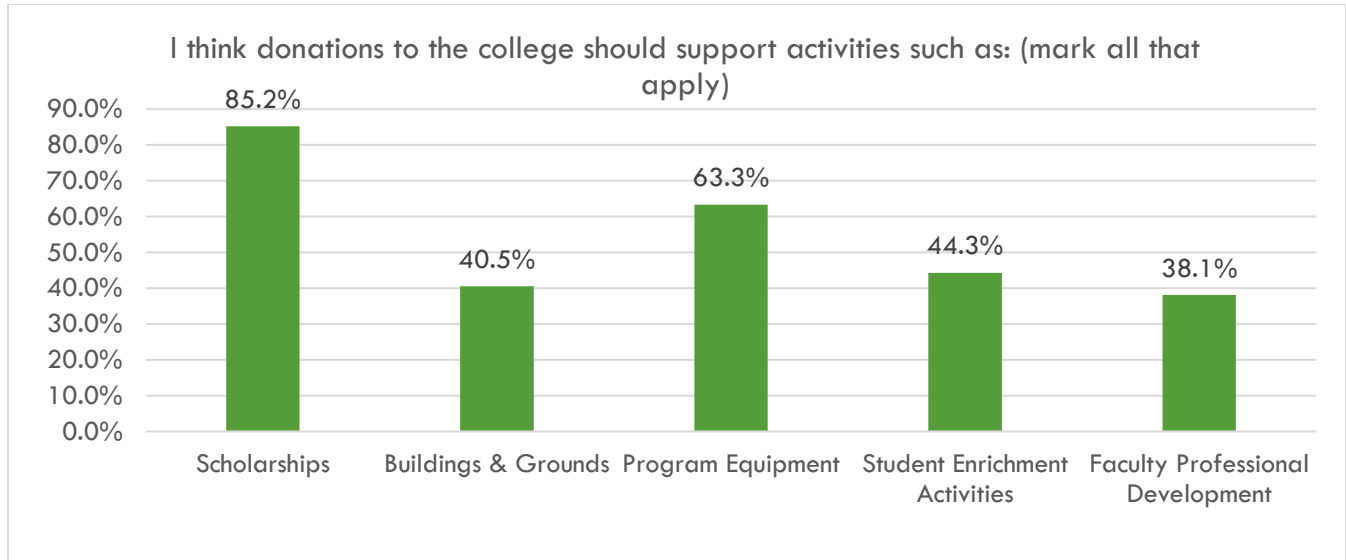
Staying in Touch

Alumni were asked how they would like to stay in touch with Middlesex Community College. The responses indicate alumni would most like to stay in touch through an E-Newsletter, updates to the Alumni website and annual campus events or festivals. This question asked respondents to share other ideas with us for how to keep in touch, which included job fairs or other networking events for current students with alumni, social events and continuing education opportunities.

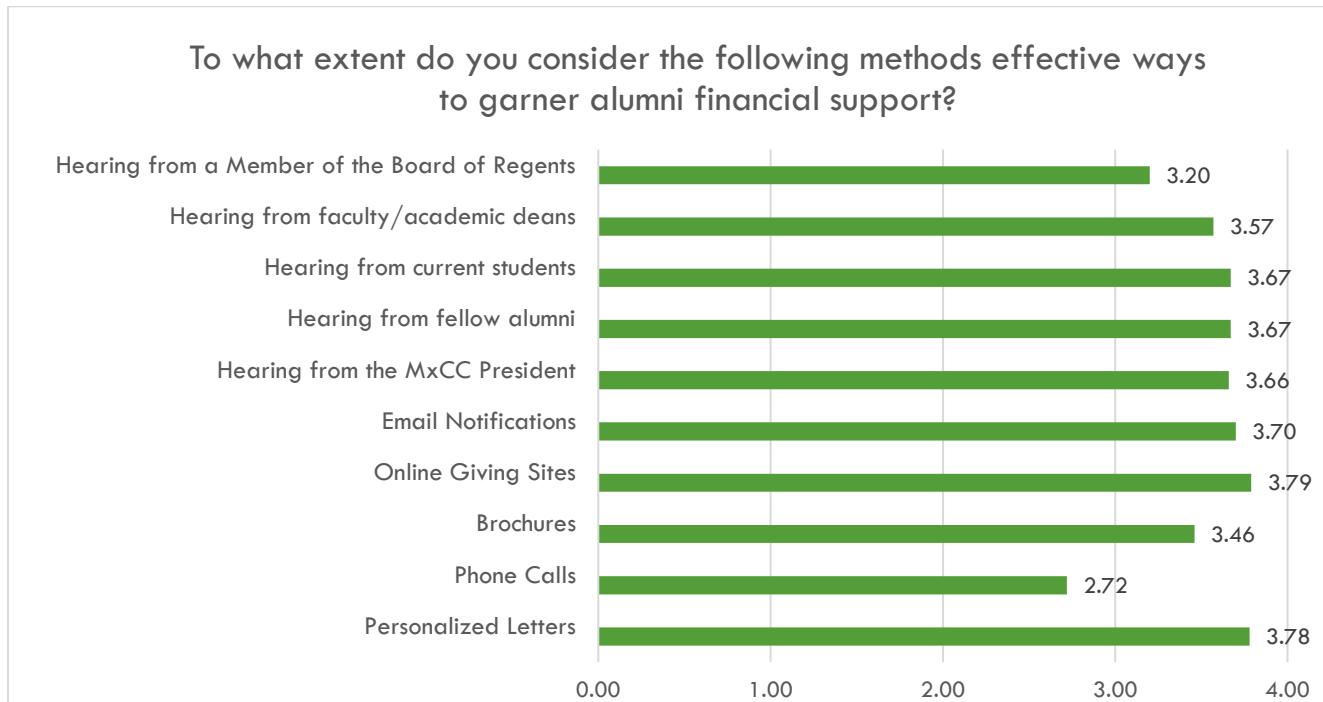


## Giving and Support

When asked how donations should support Middlesex Community College, the majority of respondents indicated that scholarships should be the top priority. This was followed by support for program equipment, student enrichment activities and buildings and grounds. The category with the fewest responses was faculty professional development. This question invited other ideas for donations, which included support to new and existing programming.

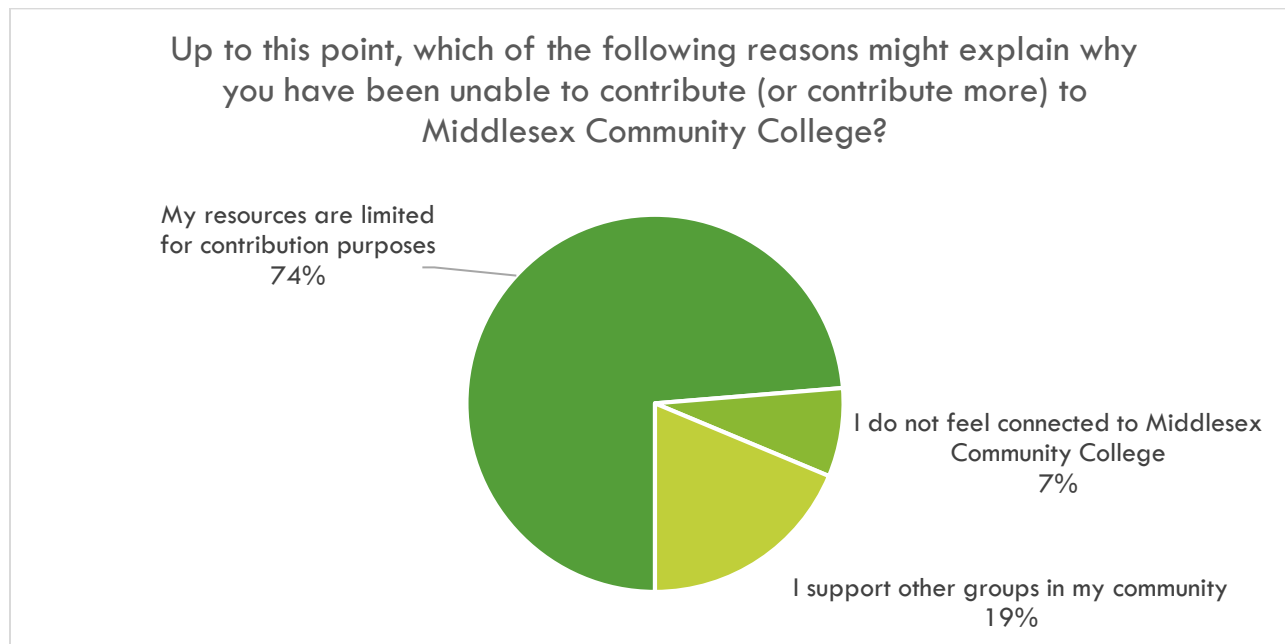


Respondents were asked to rate the effectiveness of donation requests. There was little difference in the ratings of the effectiveness of most request methods with the exception of phone calls, which were seen as the least effective method to ask for support. Brochures and hearing from Board members were also seen as less effective request methods.





Over three quarters of respondents have never given to Middlesex Community College. When asked why, the most common answer was limited resources, at 73%. Supporting other community groups was cited by 19% of those who have never donated, and there were a group of just under 8% who report they have not given to MxCC because they do not feel connected. There was an opportunity for respondents to write in another reason for their inability to give financial support. Twelve alumni responded they had not given a donation because they have not been asked.



## Improving the Alumni Experience

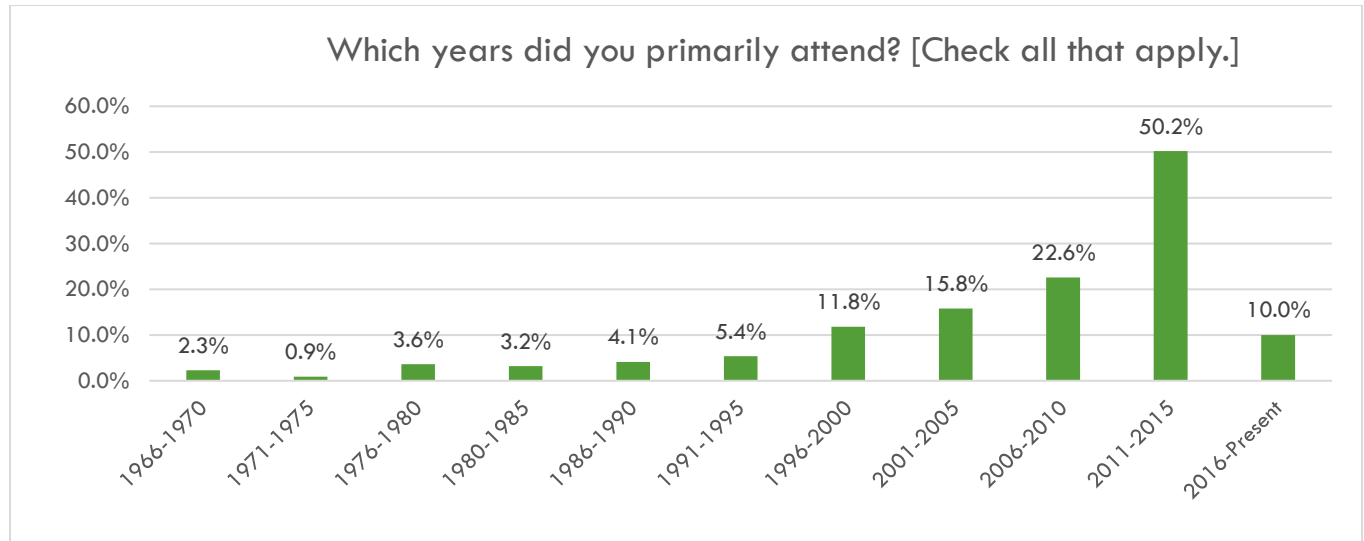
Additional suggestions were solicited from respondents regarding what would improve their alumni experience. A sample of responses is below:

Category	Comments
Campus updates	I am very interested in hearing more about the college and what the status is in the world of formal education.
	Updates on MxCC
Alumni involvement in career events	Career days for current students to speak with alumni who have been successful in the career they studied at MxCC
Alumni involvement in student learning	I think that if alumni were offered opportunities to do volunteer guest lectures in topics where they have current expertise that strongly relate to courses, it could be a mutually rewarding experience.
	Further opportunities to highlight the paths alumnus have taken to encourage others
Alumni networking	Host alumni breakfast gatherings once a year.
Alumni involvement in campus activities	Have alumni have more opportunities to get involved. Hold functions after work, such as after 6.
	I would like to play more of a role within the activities that occur on the campus.
	Maybe encourage local Alumnus to come participate in an event on campus (like an art show or film show)

## ABOUT YOU

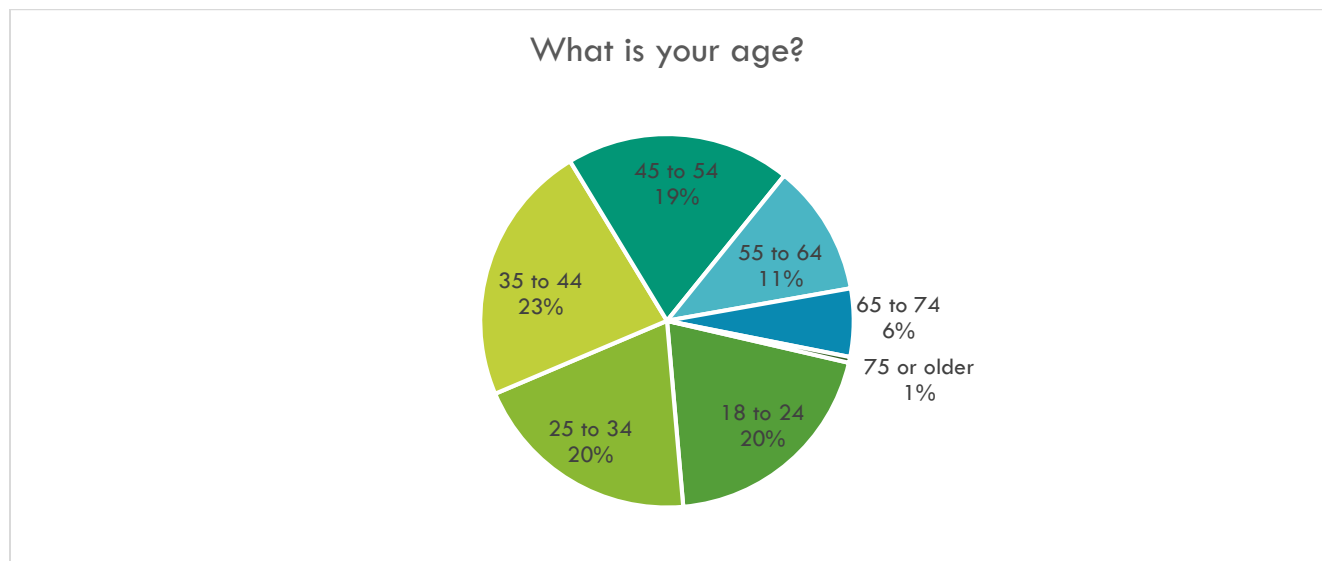
### Year of Attendance

The first question asked alumni which years they attended Middlesex Community College. About half indicated they attended MSXCC between the years 2011 and 2015. The chart below highlights the attendance years of alumni respondents:



### Demographics

Over 60% of respondents were female. There was a wide range of ages represented, as illustrated in the chart below.

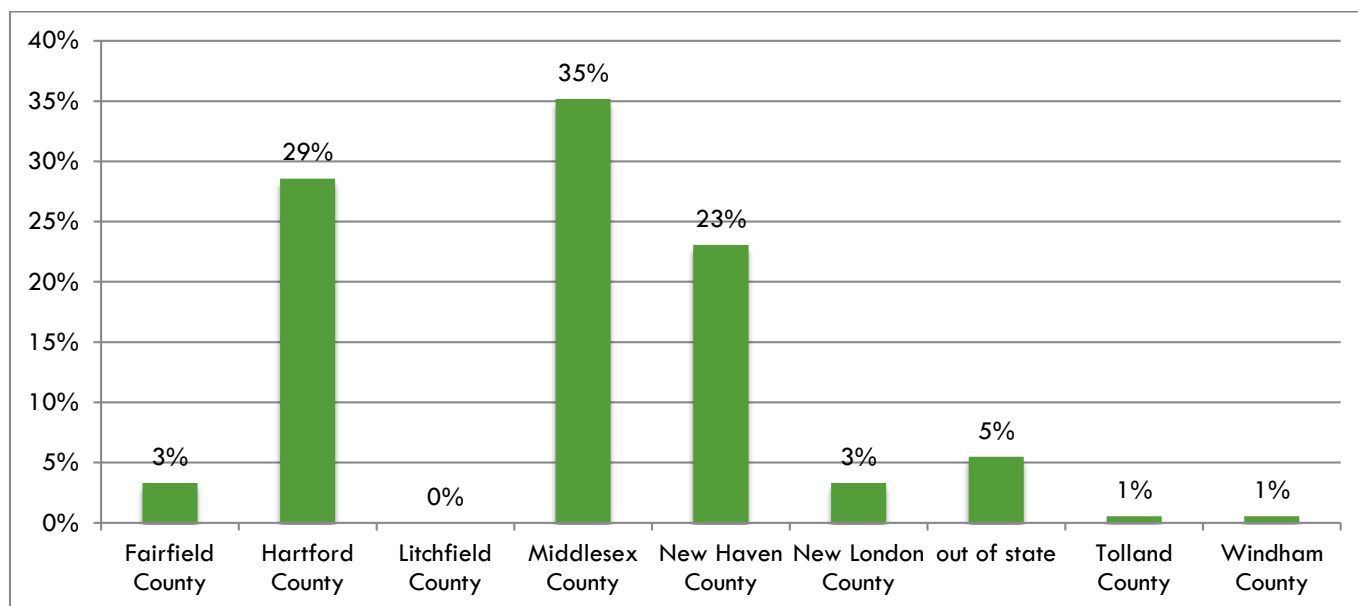


Nearly 80% of respondents identified as White/Caucasian. Approximately 8% identified as Hispanic and just about 6% identified as Black or African American. The categories of Asian, mixed race and Native American/Pacific Islander all had response rates less than 4%.

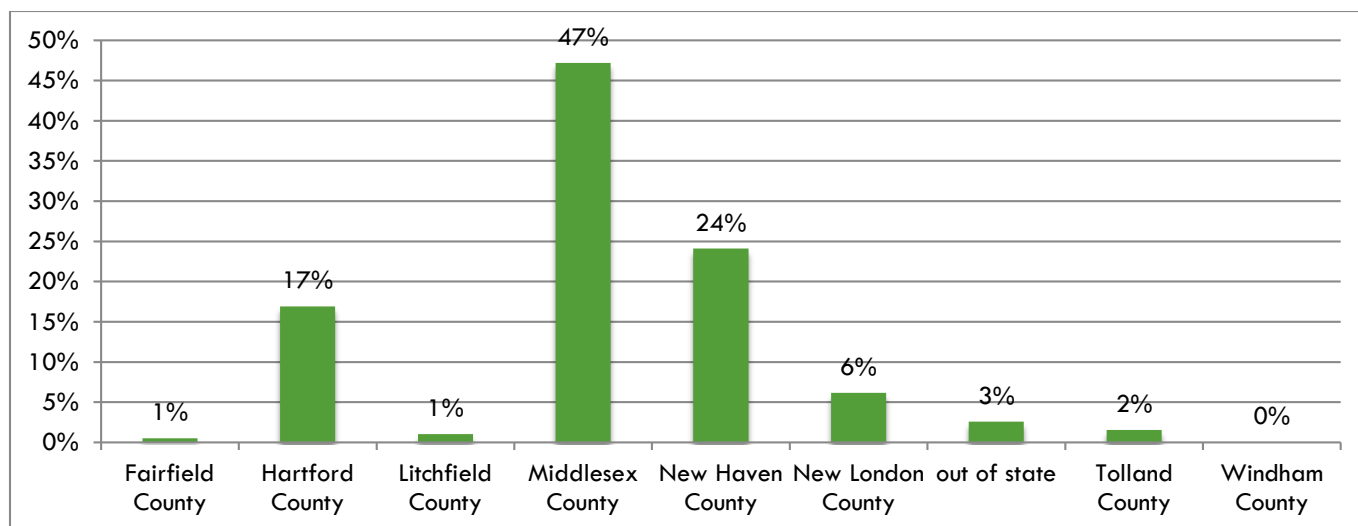
The bulk of respondents, 50%, are earning household incomes of less than \$50,000 per year. Those households earning between \$50,000 and \$74,999 made up about 17% of respondents. The next income group, \$75,000 to \$99,999, accounted for about 14% of respondents. Those earning \$100,000 to \$124,999 were just about 10%, and respondents earning over \$125,000 made up about 15%.

## Where you work/live

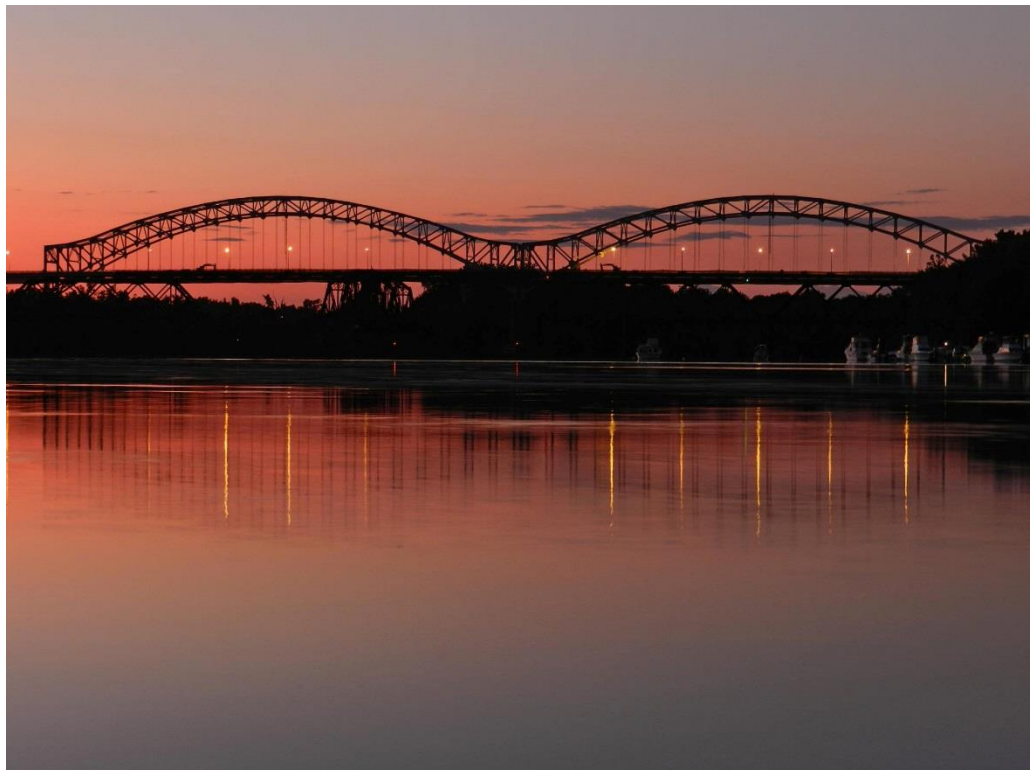
Respondents to this survey were asked to identify the city in which they work. 15% answered they work in Middletown, with the majority scattered throughout the state. To better illustrate their locations, we consolidated responses by county. The chart below displays the results by county.



The city where the highest number of respondents resides is Middletown with 20%. Similar to where respondents work, the majority are scattered throughout the state. County consolidation helps to create a more cohesive picture of alumni location.



# MIDDLESEX COMMUNITY COLLEGE



## COMMUNITY VOICES

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*

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**MIDDLESEX COMMUNITY COLLEGE**  
**COMMUNITY VOICES****Contents**

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## PARTICIPATION

The following list of stakeholders were interviewed as part of the process:

Dana Fudge	Director of School Counseling	Maloney High School
Marla Buono	Director- Counselor	Mercy High School
Ralph D'amato	Coordinator of Guidance	Middletown High School
Abby Marcantonio	College & Career Coordinator	Platt High School
Maryann Grimaldi	Dean of Academics	Haddam-Killingworth
Michelle DellaVecchia	Director of Admissions/School Counseling	Wilcox Tech High School
Larry McHugh	President	Middlesex Chamber
Judy Sullivan	Executive Director	Old Saybrook Chamber

## RANGE OF RELATIONSHIPS

Interviewees were the to provide an overview of how they work with or interact with the college. The majority of interviews were guidance counselors who interacted with Admissions staff primarily and local leaders of community chamber organizations.

### *Guidance Counselors*

- Work with Admissions office, help students apply to the college. We will support students to attend College Days. We will work with teachers to ensure students can get credit – both English and Math. Can start with credit-earning courses.
- Interact with them quite a bit. Sending kids for post-secondary education. We have a high school partnership and some kids take on line course, enrolled and earn college credits. College experience da is a field trip. They are our closest college.
- We used to have the High School Partnership program - we have not had much of a relationship in a few years. I would love to get that back. They are our neighbors. We've had students go there. Some students may be a good fit - more of an admissions role. I would love to do the High Schools Program.
- We used to have more interaction with courses that count towards college credit. That has diminished in the last three years. They had a NEASC accreditation process as to what could count for credit. Increasingly difficult. Most of our conversations about pathways - like video production. Partnership program where students can take one course tuition free there. Biggest component is the number of students that will head there after matriculation. We've had trips there and workshops there to get students acclimated.
- Over the 4 years, I have been part of the College and Career Pathways program and its evolution over the years. I will be the coordinator of that program this year.
- As school counselors, a number of our students attend and apply. It is the local CC for our students - where the majority are going to CC attend. Students do use the partnership program as well - sophomore and juniors.

### *Other community members – Chambers of Commerce*

- Members of Chamber, Pres. is member of our Board. They come to some events, participate in the Expo. was Chair of Board of Regents. Been involved in higher education since 1983...very familiar with CC system.

- Other than them having a membership in the Chamber. We have had not had opportunity to grow that relationship. I know a few players. We haven't done too much with them.

## STRENGTHS OF MXCC

### Variety of Academic Programs

- They have nice programs -- some programs (radiology) to get 2-year degree.
- Cutting edge programs in video production and manufacturing.
- The variety of the programs that are offered. 50% of our seniors will apply. Many of them will not be able to afford 4-year.
- A number of programs that are offered link to what our students have been doing (as a technical high school).
- We hear wonderful things about the programs up there.

### Access to Meriden Campus

- So many of our students end up going there – lots of support from the College. We have a campus in Meriden that many of students end of going to due to lack of transportation. Having campus in town which ensures many of students can go to college.
- From the perspective of my role, is the location – the Meriden center is close by.

### Staff of College

- Great people, easy to work with. Good about reaching out to us. Not everyone wants to build a relationship. They have a willingness to listen, they host meetings, take notes, and they are responsive.
- Viewed as powerful, well respected, parents respect them.

### Student Support

- We try hard to prepare students- they have strong individualized supports.
- My feedback is from students that have gone there. Very positive feedback, advising, working with students, I hear great things. Resources are very good. I don't have anything negative to say.

### Ease of Enrollment

- I love the open enrollment policy.
- Ease of application

### Other

- *Leadership and outreach* - Have done a good job. Anna is good as President. Done outreach, good use of facilities by community groups.



## OPPORTUNITIES FOR IMPROVEMENT

### High School Credit Program

- We have another course that we would like to teach here – but they are not able to approve our teacher here. Getting teachers approved is even more difficult than our UCONN e-course. Very difficult to get approved.
- More classes articulated at the high school level – ability to increase dual enrollment. Used to be 5-7 students...now only 1.
- Career and Pathways program is impossible. That whole program changes every year – hard to help define expectations for students. Smooth process seems impossible. The whole program was revamped – two years ago, increased restrictions and changing policies – changing mid-year is difficult. People have left positions, not clear who to speak with. We have students taking UCONN classes where it is easier. It would be a good opportunity – but they make it very difficult to run smoothly. There were already changes in motion. The Dean was great at the beginning of the year – and then there were contradictions. Constant challenge to keep up with that. We expect a higher degree of communication. Students have to take a placement exam – 16 students enrolled, only 2 will get the actual credit. Work in progress too. Every year it is so different.
- I would love to see more students earning credit while in high school. They get credit at Gateway -- Health can get credit at Naugatuck. We don't have that with MxCC -- we have that for cooking at Manchester. It is so convenient and where most of our students would go.
- Our students do not participate in High School Partnership – many are busy, working, more of their own outside efforts to market the benefits would help as well. None of our kids take advantage of it.
- If I could offer more college articulated courses – more senior year opportunities to get kids started earlier. It lower rate of the attrition help provide a transition.

### Access to Student Data

- Dropout rate is high despite efforts to retain. We have asked for data on our kids...outcomes...who graduates, who drop outs? Our grad class...20 out of 140 went to Middlesex...about average. Could they aggregate...multiple years...? More personalized information or just numbers.

### More internships

- I would love to talk with them about internship opportunities and share our needs. That might be an opportunity for us. Some of the other Chambers use local college students for events and marketing.
- More internships for students.

### Support Transfers to 4 year school

- I'm finding more employers are wanting the 4-year degree. I would love to see them work with other local colleges - like University of Hartford or Quinnipiac to support that 4-year degree. Since those schools will accept transfer students - how could there be with smooth transition private schools as well.

### Staff Turnover

- We had a college career pathways program - that position at MxCC has turned over a few times. Difficult to get feedback on what would and would not qualify for credits. Recognition of their new requirements. We made headway - and then staff turnover. Optimistic that it will be consistent in the future.

### Improve facilities/buildings

- For Central CT region, they are creating workforce of the future. Enrollment is good -- they are close to full enrollment. Deserve more infrastructure. This region is a mfg. hub -- Pratt and Whitney with a trillion \$ backlog in contracts. MxCC needs to create mfg. workforce. Jobs are engineering, technology, new manufacturing. MxCC can fill that bill. They need a facility to do this work -- what they have is not enough. Budget constraints hurt them. Beautiful campus, lots of land but will need money. State budget is limited.

### Additional enrollment support

- I have called Admissions for waivers for our students. We were told that we could write a letter to meet financial need. It is getting kicked back. We can't always give a waiver -- just accept letter as proof that kid can't pay \$20. For the most part, they are very good.

## IMPROVING RELATIONSHIPS

### Continue current efforts

- They do a good job. They attend our mini college fair. Good at working with us -- attending fairs, general college. It is not a bad relationship. They do work well with our kids and with the staff.
- They are certainly doing a lot to have our kids come on campus and engage. Our number one school. There are many things they are doing to have our kids go there. I am not sure what else they could offer.
- They do a good job. We do an on-site application. Relationship with admissions is strong. This year they are doing a manufacturing day -- which is great. They added an experience college day -- more than a campus tour which is great too. They do a good job on that end.
- They are fabulous -- the people we work with. One of the admissions officers that came to school on Monday to do an application - on-the-spot processing. One of our school counselors. A number of students who have not heard back, or organized enough -- she went over what happens, fill out application, med records, transcripts. She left with 27 applications completed - they work well with us and with our students.
- They offer a lot of different things - there is a staff member to help with FAFSA and will come in early part of year - and gets an office and meets with students and parents. I can't think of anything I would like them to do more of.

### Cultivate private school connections

- Wesleyan has a High School Scholars Program. When I made, a phone call over to CC and was told they don't have that partnership with the private schools. That may have changed. If they would reach out to area high schools - public and private - would love to see a partnership for students to have opportunity to take some kind of courses...or go through us. If that is happening, I would need to find out.

### Clarify points of contact

- I'm not sure who to go to – I am not sure what everyone's role is there. They offer a variety of programs.

### Develop private “college day” options

- They invite us every year bringing high school students to the college - our high school has academic and technical cycles -- when the dates they have - it's never a time that it makes sense to pull them out. I've wanted to get students their -- hard to get date and time. On my to-do list -- can we have our own date? They provide transportation – it's great.

### Strengthen relationships with business

- Monthly breakfasts, opportunities for networking – the President attends but could be more engagement. We are doing a grant with Wesleyan, Pratt focused on Jobs of the Future. Looking for a major grant in the future would be happy with their involvement.
- In workforce resources, people in our Chamber are always looking for good employees and it is hard to find that. Certain skill sets. Even Denali the new store here in town - hardest challenge was finding good retail support for employees. Not sure how that ties into curriculum. More of a frustration with work ethic - people not coming in for shifts.

## VISION FOR THE COLLEGE

### Expand outreach and marketing

- I would like them to market themselves - change parental perception of CC. I struggle with it with parents -- they are the "runner-up". The perception could be -- it should be a first choice - opportunities are amazing, career paths out of CC are wonderful and you can have a career with an associate's degree. It is a perception that I hear from kids and parents. I am a big proponent of CC. What it has to offer for an 18-year-old student - they are not ready to leave home, they don't have those skills - 2 years at CC gets them established = and then they transfer and are successful. Verses wasting \$30K 1-2 years.
- They should outreach more. If kids knew there were certificates, dual enrollment with 4 colleges, they need to market themselves. Campus is nice -- a lot of our ccs are city based -- rolling hill, nice view...need to tell their stories to families and kids. Traditional college is not for everyone...vet tech program, optician program.... don't promote it enough...school to career. So much to offer.
- Address some kind of stigma. Even if a student is doing well, and could get into a 4-year college, the 2-year option with a transfer should be an option – but there is still a stigma.
- Being able to discuss variety of programs – media, ophthalmology. Unique things that benefit students.
- I would like to hear more about the course offering. I do not have a handle on what their strengths are in terms of course offerings - not depth or variety. They need to be tooting their own horn - they don't do it enough.
- One of the cool things about CCs in CT is direct paths to other state institutions. I don't believe people really know that. They should market that piece. The seamless transition should be marketed a lot more.
- I would love to know more about the college has to offer. Career services -- what experience do they get? What do they have that will couple with the academics? I know that CCs are great, smooth transition - great place to start, for students that need a second chance, who aren't ready to go away. I would like to be able to say - "Middlesex offers THIS, this is what you are getting for a lot less money..." "I would

love to go to Middlesex" -- I would love to see more enthusiasm -- and be excited - and see it as a viable option, not the only option.

### Expanded programs

- Nursing program, allied health program - then they have to transfer to offer and attend nursing.
- They have had some new inventive programming – and should continue that.
- I believe that mfg., high tech, will come back -- they need to prepare that work force. Need a building dedicated to mfg. equipment, two years of study and then into the workforce. We have a greying workforce that we need to replace.
- Engineering - we can't place them fast enough. Pratt, Electric Boat...opportunities are there.
- Video game development is a huge interest. There is not a lot around of here to do that.
- Manufacturing is a trend – I love that they are doing awareness day – the job trends says there is a bright future. But not sure if students and families really understand that opportunity.

### Maintain Meriden Center

- We have a lot of students choose MSX – advocate for Meriden Center. Hard for them to get to Middletown. Meriden Center makes it accessible.

### More opportunities for college credit

- Strengthen our actual MxCC classes that we do have. We have so many kids that would benefit from remedial courses. More opportunities to earn Mx CC credits – already established, ahead of the game by a semester. More courses here would be great. We could offer 3 – but only have 2 – but one of our teachers was not approved. Platt can offer all three – they got their teacher approved. We are not really offering MxCC credit. They only get high school credit – it is a disservice. We should be offering more things to transfer over – and help students be ahead of game.

### Other suggestions

- Change the CCP name to Early College Academy – the state refers to it CCP (state-Perkins) – MxCC has called it Early College Academy. Intentions are good – missing mark to effectively offer college credit in the high school. They would prefer UCONN classes. They have made changes – but actually have made it harder. I understand that there are regulations due to accreditation. "UCONN must be doing it wrong." Concerned about their own accreditation.
- What might some alternatives to the Outplacement exam? So many steps that they get discouraged.

## TRENDS AND OPPORTUNITIES

### Affordability

- I think it is getting more difficult for families to afford colleges. Affordability is critical.
- We try early hard at the Career Center to change the focus of what community college is – we are trying to make college more affordable by starting there.
- College is SO expensive. So difficult for more students to find the funds to go to school.
- The affordability issue for education is huge. People are using the college as the stepping stone to get into other schools at a reasonable price.

## Transportation needs

- Transportation is a huge issue - if you live in a metropolitan area, you can get on a bus/subway. Although there is a bus line - it is not frequent. Middletown is actually a large town. If a senior does not have transportation, it is difficult.
- Transportation is also a huge issue. Drivers education is very expensive. Most students are not getting their license in high school – they are 19 or 20. They don't have a car – it is always a challenge. Transportation is the biggest deterrent.
- The 9-Town Transit that utilize that to get there - students can get up there rather easily from Old Saybrook.

## Persistent need for bridge programs and courses

- There is a trend around unaccredited courses -- what if they cannot get into the 100-level course? What are the options? What are the bridge programs to help get students to the right level? In many colleges, they have summer programs for fringe kids. For CC, they don't. 097 English or 097 Math -- what is legislation where they can access those classes anymore? Not every kid graduates in CT with grade-level standard abilities. That is not ideal- but that is reality. I do not expect that course of that will change. The gap is there -- it will remain. It may get worse as graduation requirements go up and graduation rates are a focus - schools will push to graduate kids that may not be as prepared.
- We have half of our population that does not even apply – a big change and increase with those in HVAC and plumbing. We have a big population that gets left behind. Many kids will just keep their part time jobs, work for a friend, some don't have a plan. This year, I fall under school counseling – how do we educate them about their opportunities? We did a fair – more college and career. We are also doing an apprentice options – we don't want them to leave without a plan. We want them to see what the options are. Programming at Middlesex. Deterrent is that a lot of their friends go there – at the Meriden Center, it's all the recent Platt graduates. They are so lucky to take classes right in their community.

## Importance of affordability

- We have kids who go to military, work, 4-year, and 2-year. Affordability is the biggest issue. They do not see it as feasible. Their family didn't go. It is a struggle from them to go. They see the money as a barrier to be able to go. For many families, because others never went, they don't place it on top of the list for importance. For important to go to work, hard to see it as a possibility. If kids struggle academically, even starting a MxCC is a good thing – hard for them to see that.

## Access to alumni

- If they had an alumni program, where kids from our area have been successful and made it, and transferred to a 4-year school. To see someone who has done it and been successful.

## Increasing behavioral issues

- We also have to support academically but also mentally and culturally...many more students with behavioral health issues. We have a lot of safety net staff here but kids need to self-initiate and ask for help. Anxiety keeps kids from asking for help...need to educate about what supports are there.

### Offering of housing options

- The biggest pieces for the CC is that they can't live there. Housing is important.
- There are now dorms at CCs in New York. Would dorms be a possibility? How does housing fit in?

### Declining high school student population

- Pure number of high school students is declining -- by 2022, college admissions will be down 10%. Due to population trends and demographics.

## ADDITIONAL ADVICE

### Keep up efforts

- Keep doing what you are doing...keep hiring great people. I really like Middlesex CC...high quality efforts on behalf of our kids.
- You have strong programs established -- build on those.
- They have done a great job over the last 2 years to reach out and highlight the different areas of their programming. There is a wide variety. The relationship is really strong as the Coordinator and we are lucky to have a supportive staff on their end. They are doing a great job.
- I think their outreach that they provide. We do not get direct information. The outreach has been good and as being a resource.

### Strengthen workforce connection

- I don't believe Chamber members see the school as a source for employees. Some of our manufacturing members may be - like Sound or Whelan. It may be contingent on skill sets.
- Definite job growth in this region -- take advantage of that.
- We (the MSX Chamber) are willing to support them if there is an opportunity to make the case.

### Continue to partner with high school counselors and share MxCC story

- If you are invited to come, be more proactive with high schools. Definitely partner with guidance counselors on this -- ask to come to and just reach out and provide info sessions - they have done in the past. Share what can I get from an education at MsCC? Vs. it's cheaper...it's a second chance...I know it is a great place to start your collegiate experience - it's focusing on changing the stigma.
- Marketing the 2+2 programs to go to other schools. Actively recruit at your local schools to market those things. Start thinking of yourself as a part of the education process -- in middle school, we touch base to bring students to the high school. If you just the next step in a process and actively recruit the students to your school to increase enrollment. Come to high school and those of you plan to college -- your next step is here. The local CC. Middle high CC... students go to Middlesex from Middletown.
- More to be done with parents. We are well aware of value. More and more students with higher abilities - how do you get in to the schools and market? An Honors Program? Parent sees it as the next step in a continuum.... this is THE PLAN...to Middlesex...AND THEN GO HERE. How much of an opportunity? At high school...info sessions -- 90 4 year institutions to present. Eventually down the road, as college becomes more economically more affordable, it will be the next step -- what people do. Expectation is what they do. If a family makes less than \$125K in NYC, college will be free. That trend may come to CT - the volume will be challenging. This year, more than ever, people are mapping that out - economic purposes.

College is 5-year trend, 6-7 trend...to get economically in debt, people are shying away from that and looking at the continuum of education...a 4-year degree gets you 7-years of employment -- undergrad in Psych....you will have to get Masters. We are explaining that. The 2+2 program could be wildly more attractive. We know you will be in college for 6-7 years - great place on campus, get it going. Housing in the dream -- some kids want to get the full college experience - it would be more expensive -- but would address biggest barrier. Attend but don't re-enroll is an issue. Percentage on 2-year completion of Associates Degree two years later - that is where the negative comes out - many kids start there - how many finish? Barriers to completion. Transportation, housing. Remove barriers or recruit a different brand of kid.

### Other suggestions

- Stay vigilant re: resources -- there are 12 community colleges...4 other 4 year colleges. Divvying up resources with various chambers pushing for their own region. We don't need 12 -- should be 6. We shut down Torrington campus.
- The term college has become almost a commodity label. In reality, a college experience can take many different forms. All students need post high school training - at least two years but there is a need to educate lifelong. That post high school credential is critical.
- I would always mention the CC to families -- if you are not sure you want to go away, MSX is a great option and to move straight in to college.
- Good that they are doing this. They can plan for what they want but resources will be limited. Pratt and Whitney have given millions to CT Coll for engineering and have strong partnership with University. STEM dorm,etc.
- Online manufacturing...partnerships with corps to get the building built. Sikorsky, PW.... Electric Boat. Lots of competition for partnering with these corporations. They need a strategy to combine resources from public and private sources.
- We need to just sit down and have a conversation - how can we help each other? When the College was looking to expand to Old Saybrook, we talked about working together a few years ago, and we have it done that since. We need open lines of communication. It all starts with communication. Do they have a satellite classes? Can they bring the curriculum into the community? Adult education programs may be an opportunity. Like an intense Excel program, Word program, Social media skills - quick intense training. More than the basics. What is the connection between Middletown Adult Education and the college? The college has the opportunity to get the word OUT about online training courses - that is great.
- Meriden is a smaller program that they wanted to close. Elected folks forced them to back off.

# MIDDLESEX COMMUNITY COLLEGE

## Advisory Boards Survey Report

Input into the development of the  
2017 – 2022 College Strategic Plan

*Developed by Fio Partners  
January 2017*



# Middlesex Community College

## ADVISORY BOARDS SURVEY REPORT

### Contents

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## DISTRIBUTION AND METHODOLOGY

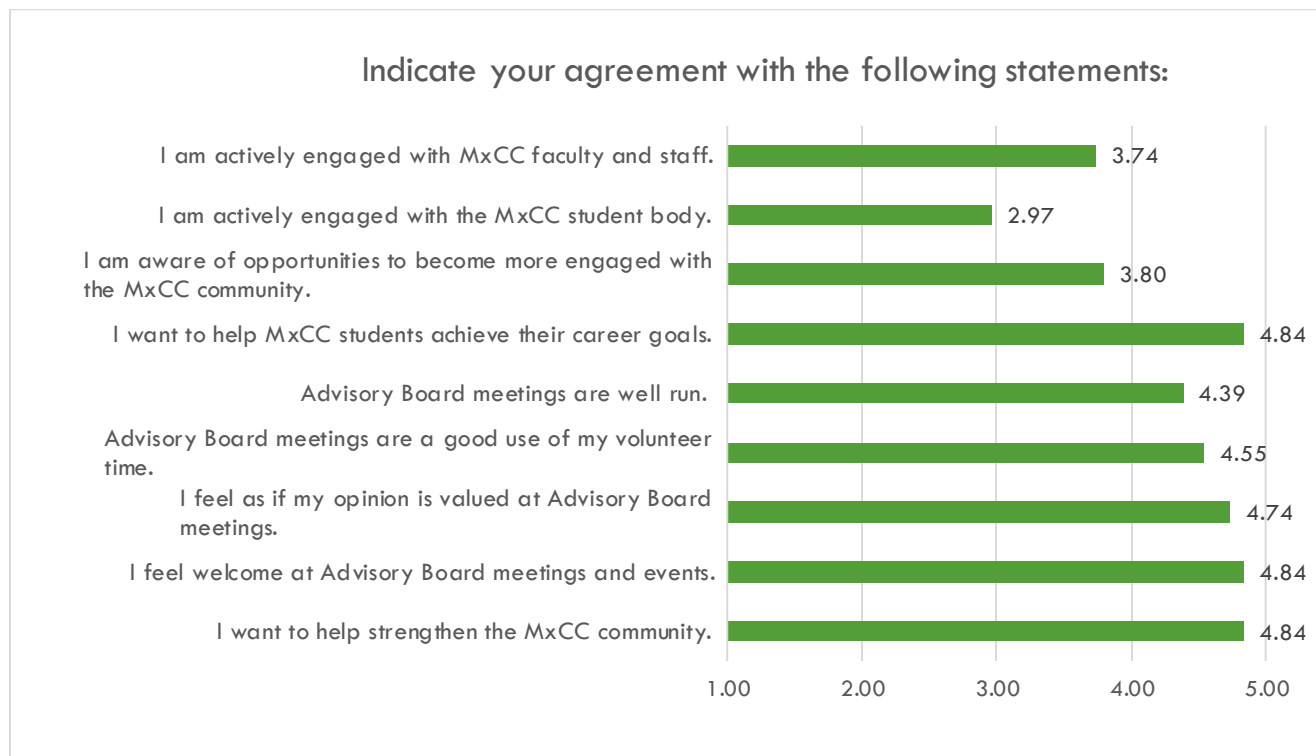
In the fall of 2016, Fio Partners distributed an online survey to 65 Advisory Board members. There were 31 responses over a two-week period of time.

## GIVING OF YOUR TIME AND SUPPORT

### Level of Engagement

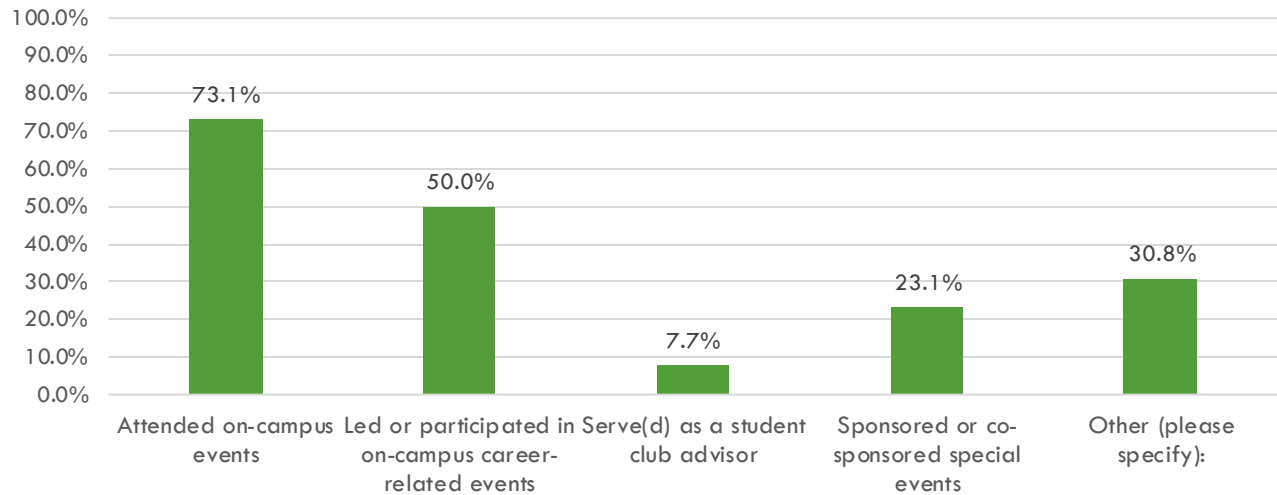
The first grouping of questions asked members of the Advisory Boards questions to clarify their level of engagement and support with Middlesex Community College.

The first of these questions asked members to indicate their level of agreement with a set of statements. The results are represented in the chart below, where the higher the level of agreement, the higher the average rating score. The three statements that resonated most with respondents were, “I want to help strengthen the MxCC community.”, “I feel welcome at advisory Board meetings.”, and “I want to help MxCC students achieve their career goals.”. The results indicate that Advisory Board members do not feel actively engaged with the MxCC student body.



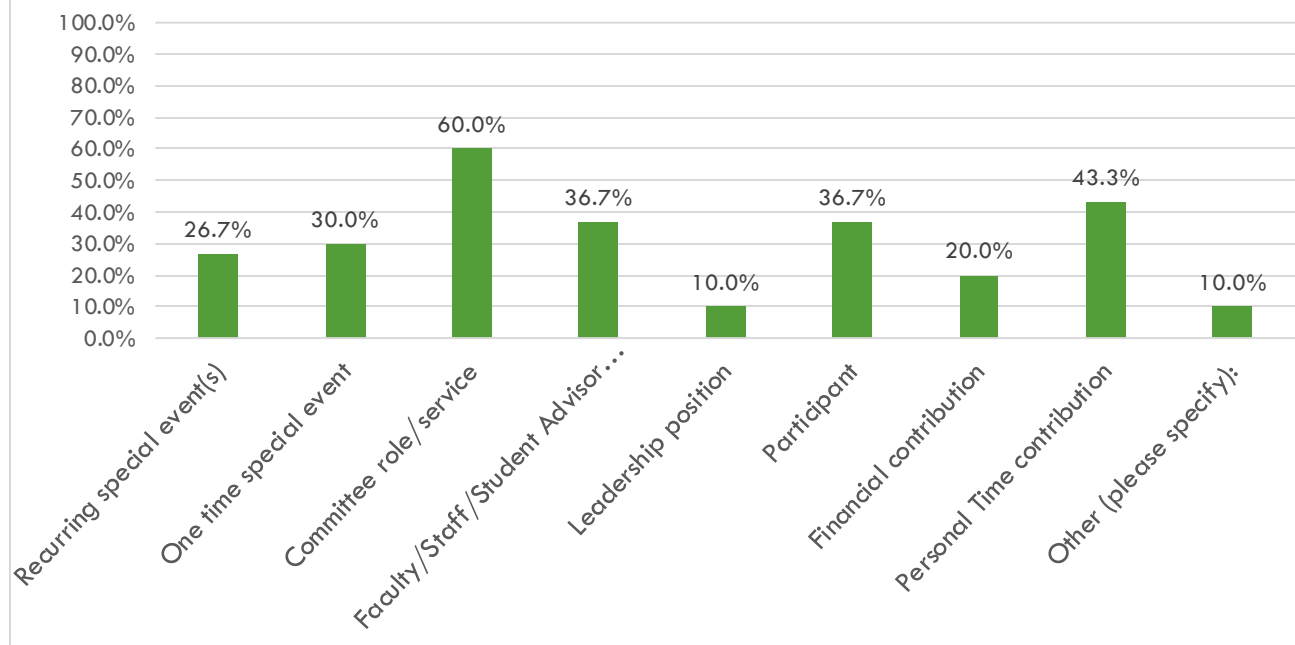
The next question asked members to identify other ways in which they have engaged with the community. Most respondents have attended on-campus events, and half have led or participated in career events. Five members indicated they engaged in other ways, mostly through guest or adjunct teaching.

### What are the additional ways in which you have engaged with the MSX CC community? [Check all that apply.]



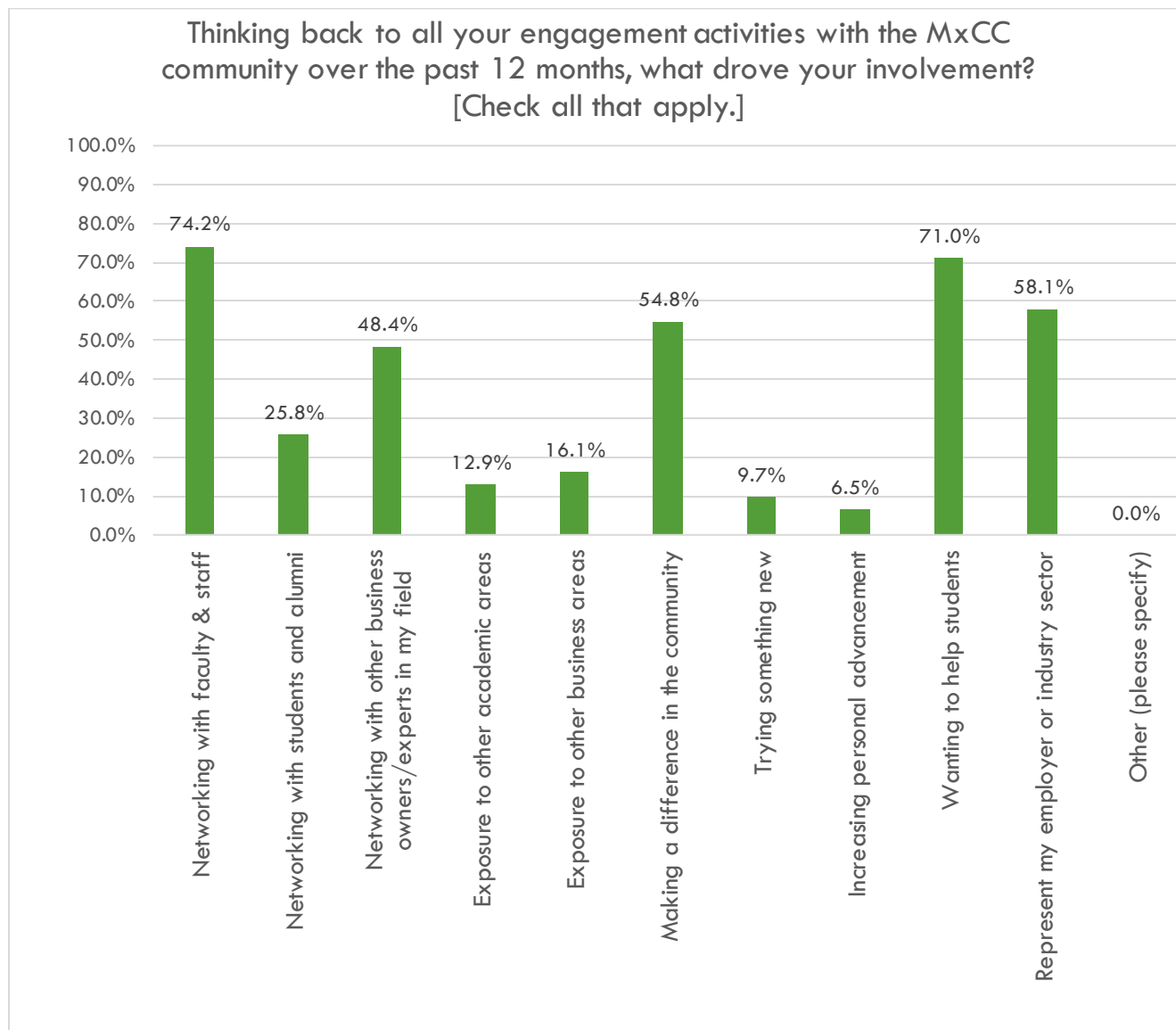
When asked how they typically like to engage with the community, respondents cited roles or service on a committee most frequently. This was followed by volunteering personal time, engagements with faculty/staff and students, and as a participant. Leadership positions were the least likely way respondents wish to engage with the MxCC community, with only 3 participants choosing this as a preferred method of engagement. Open comments included program advisory board membership, one on one conversations with faculty and working with the CSU system to improve transitions for MxCC students.

### How do you typically like to engage with the MxCC community? [Check all that apply.]



## Motivation for Involvement

The next question aimed to find out about Advisory Board Members' motivation for involvement. The top three answers for what drove respondents involvement were networking with faculty and staff, wanting to help students, and to represent an employer or industry sector. Increasing personal advancement and trying something new were the least likely to drive respondents involvement, both with less than 10% of responses.



## Suggestions for Improvement

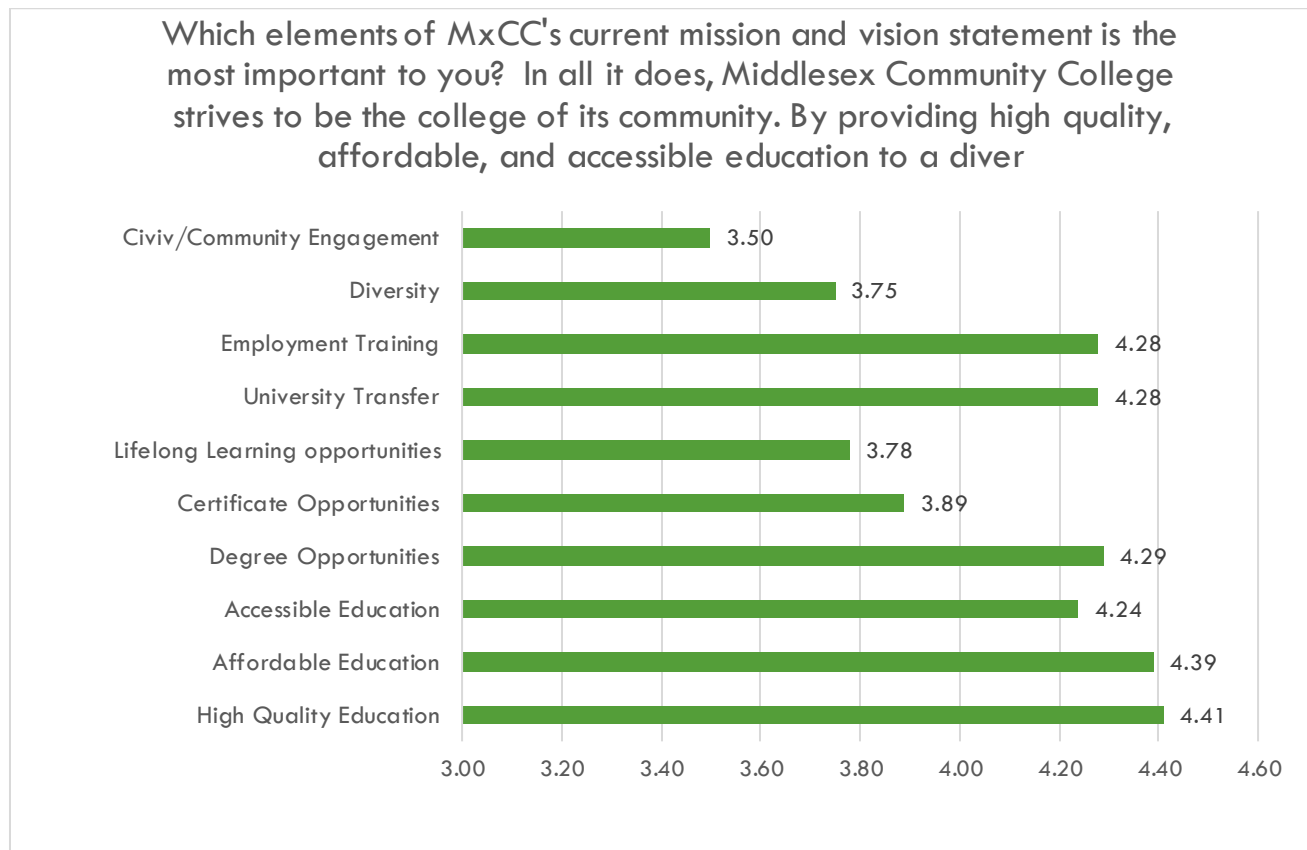
The next question asked respondents to offer suggestions on how to improve their experience as Advisory Board members. The comments are summarized in the table below:

TOPIC	COMMENT SUMMARY
<b>Meeting schedule</b>	Meetings at the end of the week are extremely difficult to attend. If a mid-week meeting is possible, that would be preferred.
	Meetings are typically scheduled to start at 4:00 pm. This is not a convenient time for me and - therefore - I cannot attend most of these meetings. Scheduling early morning or lunchtime meetings would be more convenient.
<b>Communication</b>	More ways to hear about what is happening on campus and news about the college.
	Send an email with the calendar of the upcoming events that are of possible relevance for us as advisory board members to attend or in which to participate so we can do a better job of building them into our schedules.
	Would like to know how to be more engaged on current events and what's going on in the MxCC community and on campus.
<b>Clarify steps to achieve goals</b>	Advisory boards chairpersons should take the time to research the information gathered and determine the changes that need to take place to fulfill academic and employment goals. I hear the same questions with similar answers with no changes in curriculum.
<b>Tighten meeting structure</b>	Distribution of proposed agenda in advance of meetings whereby Advisory Board members can provide input to agenda items. Ensure that meeting stays on track with agenda, action items are captured, and updates on actions provided at subsequent meetings.
<b>Student engagement</b>	I would like to become more interactive with students, especially on students who are completing their Associates degree and moving on toward a Bachelor's degree.
<b>Add value</b>	In terms of areas of active need for MxCC, I'd like to know how the advisory board can make a positive impact, either with the administration or other appropriate stakeholders.

## EXPLORING OUR MISSION AND VISION

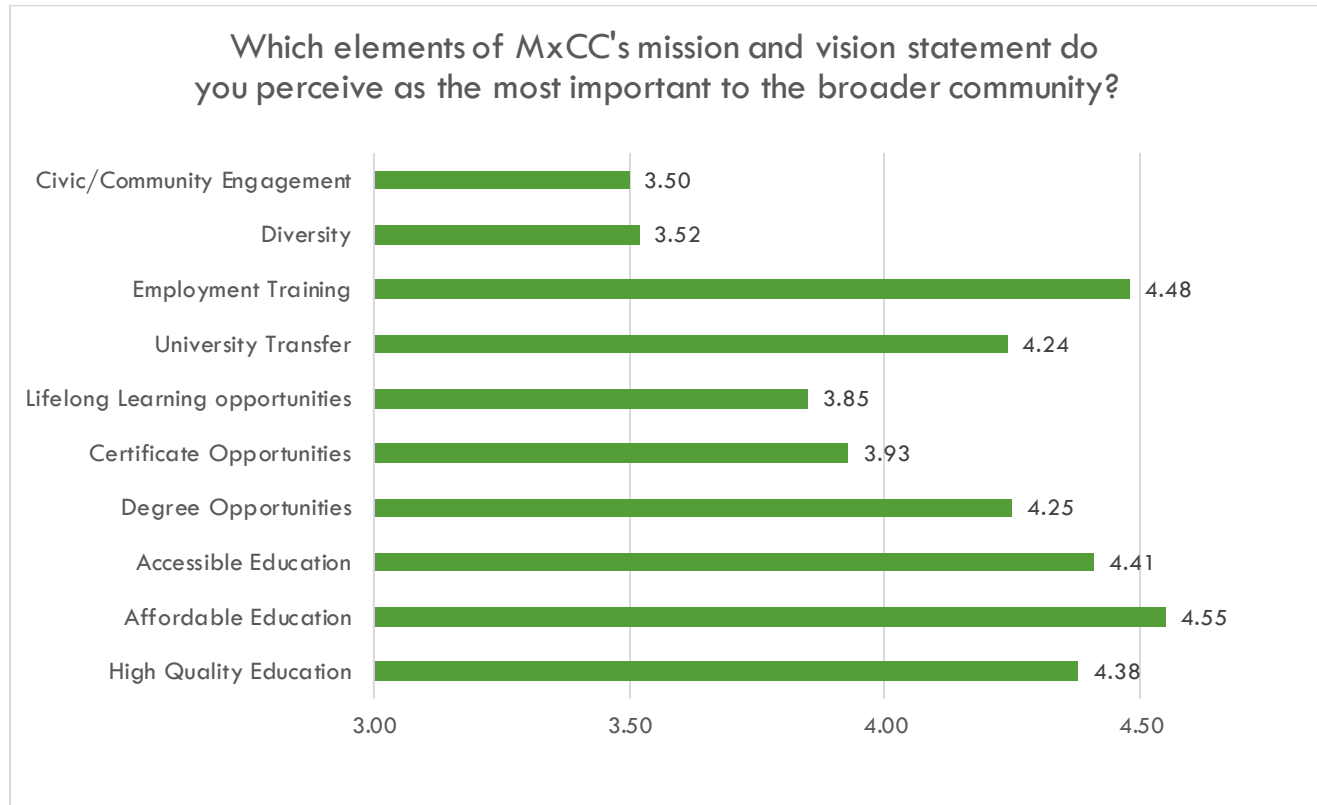
### What is Most Important to You?

The first question in this section asked respondents to identify which elements of the MxCC current mission and vision statement they find the most important. The higher the ranking score, the more importance placed on the segment by respondents. High quality education was the highest-ranking response from respondents, followed closely by affordable education. Degree opportunities, employment training and university transfer all ranked highly as well. The element of the mission and vision statement that was ranked as the least important by respondents was civic/community engagement.



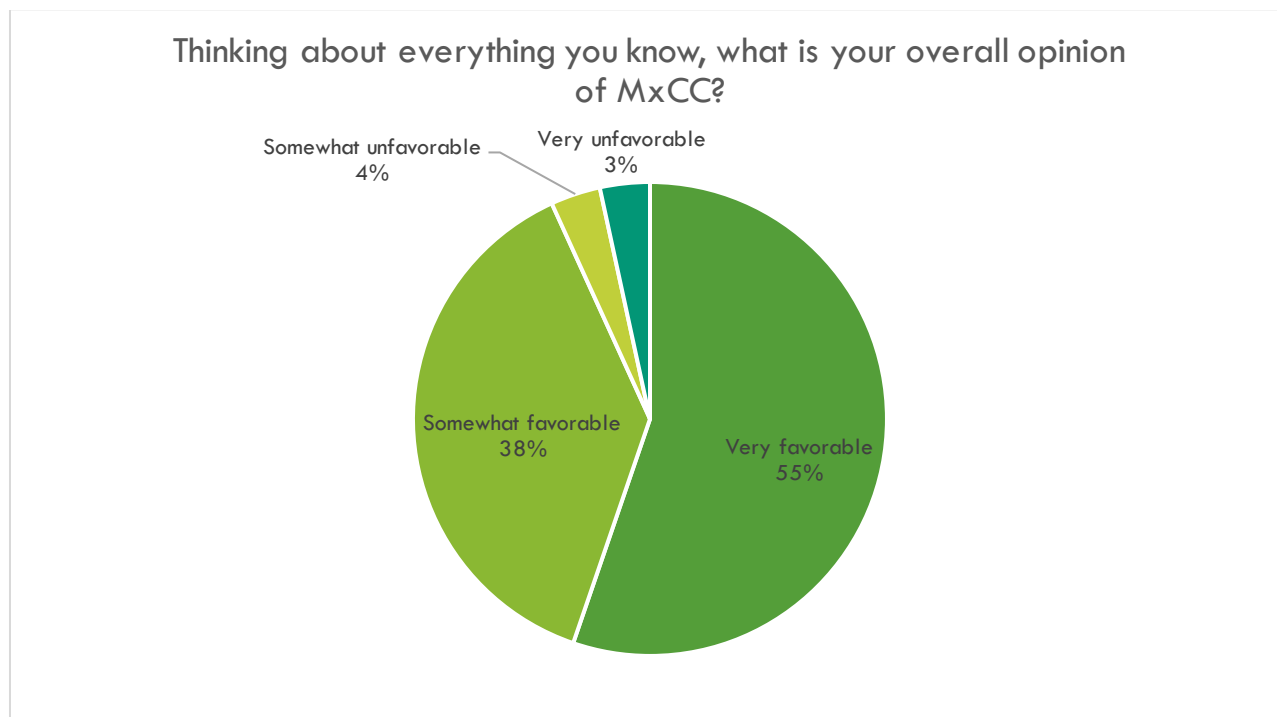
## What is Most Important to the MxCC Community?

Advisory Board members were then asked their opinion of what elements in the mission and vision statement are most important to the larger community. Advisory Board members think that affordable education and employment training are the most important. Diversity and civic/community engagement were seen as least important to the larger community by this group.

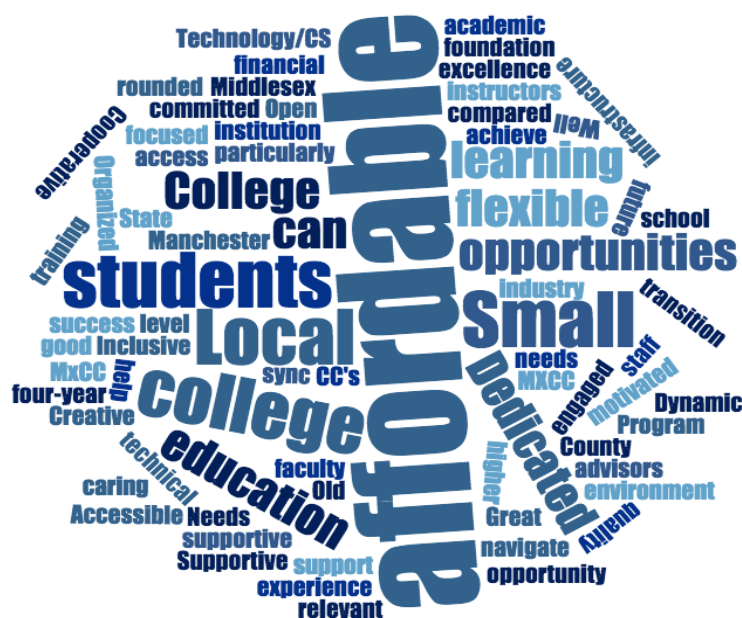


## PERCEPTIONS OF THE COLLEGE

The next page of questions asked Advisory Board members about their perceptions of Middlesex Community College. 93% of respondents have either a very favorable or a favorable view of Middlesex Community College.

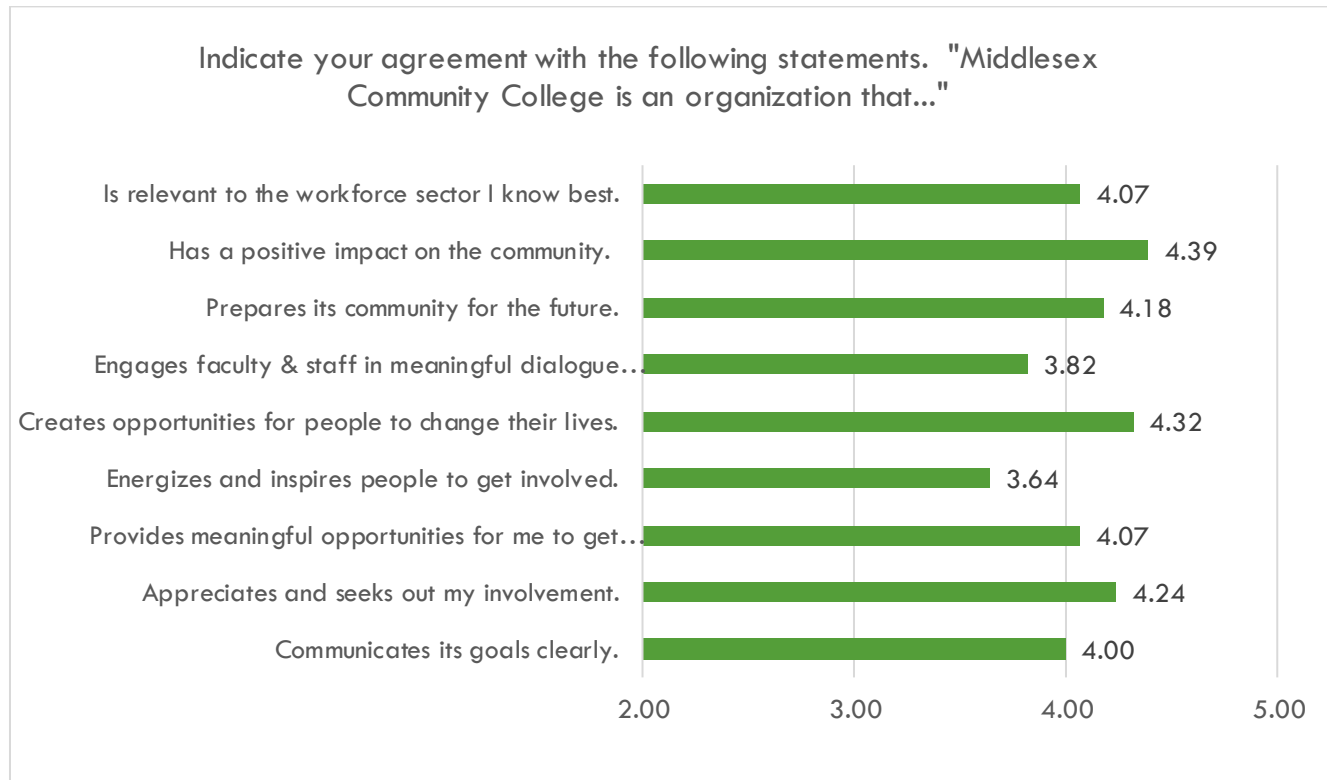


Respondents were asked what words came to mind when they think of MxCC. The word cloud below illustrates the responses. The larger the word, the more frequently it was used.



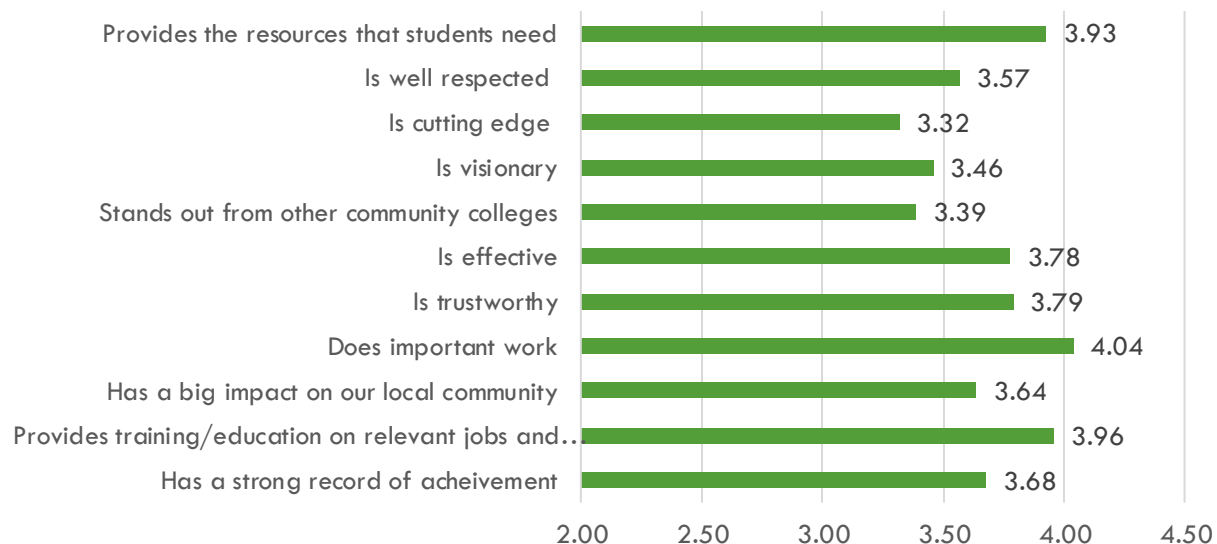


The next question asked respondents to indicate their level of agreement with statements regarding MxCC. The chart below illustrates that the statements resounding most with Advisory Board members were MxCC has a positive impact on the community, creates opportunities for people to change their lives, and appreciates and seeks out my involvement. The statements that garnered the least agreement were, MxCC energizes and inspires people to get involved, engages faculty and staff in meaningful dialog with employers in their fields, and communicates its goals clearly. These responses indicate an opportunity for improvement in these areas.



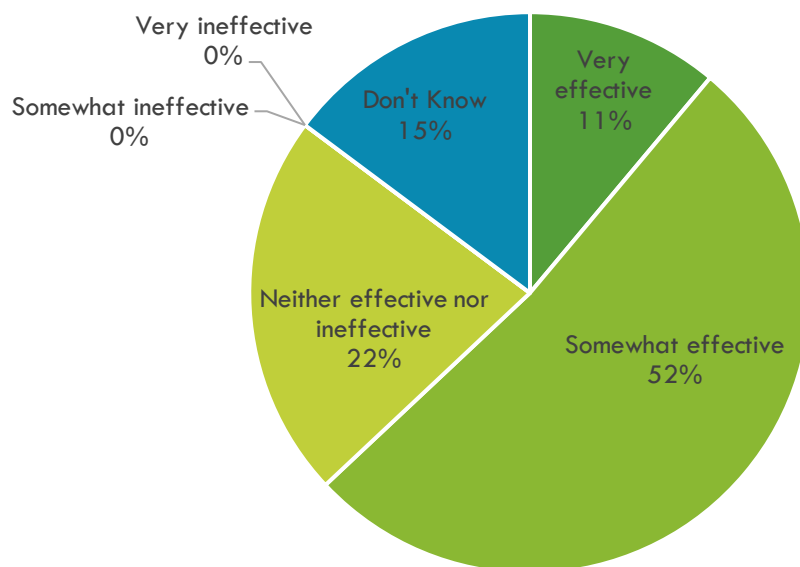
The next question was similar in that it asked for the level of agreement to a number of statements describing MxCC. Results indicate Advisory Board members feel most strongly that MxCC does important work, provides the resources that students need, and provides training and/or education on relevant jobs. There was the least agreement from members that MxCC is cutting edge, stands out from other community colleges, and is visionary.

## How much does each of the following phrases describe MxCC?



When asked to rate Middlesex Community College as a leader in the community, 11% of respondents think MxCC is very effective. Just over half rate MxCC a somewhat effective leader, and 22% said MxCC is neither effective nor ineffective. While there were no respondents who felt MxCC is an either somewhat or very ineffective leader, there were 4 respondents, just under 15%, who said they don't know.

## How would you rate Middlesex Community College as a leader in this community?

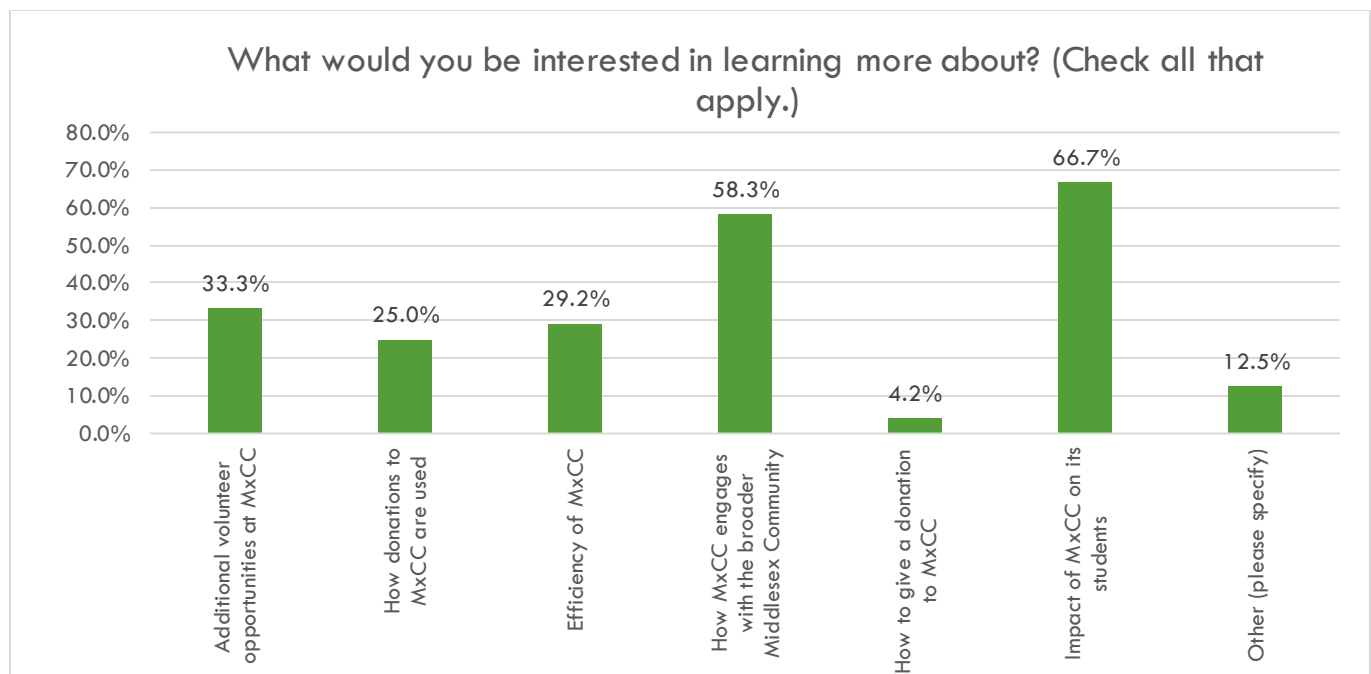


The next question asked respondents to indicate how likely they would be to recommend MxCC to a friend or colleague. The results are expressed in a Net Promoter Score. This is the percentage of respondents who would recommend MxCC (promoters) minus the percentage of those who would not (detractors). Any score over 0 means there are more promoters than detractors.

The Net Promoter score for this question was 25. This means that 25% more respondents would recommend MxCC than would not. This score does not consider those passive respondents who fall somewhere in between.

## LEARNING MORE ABOUT US

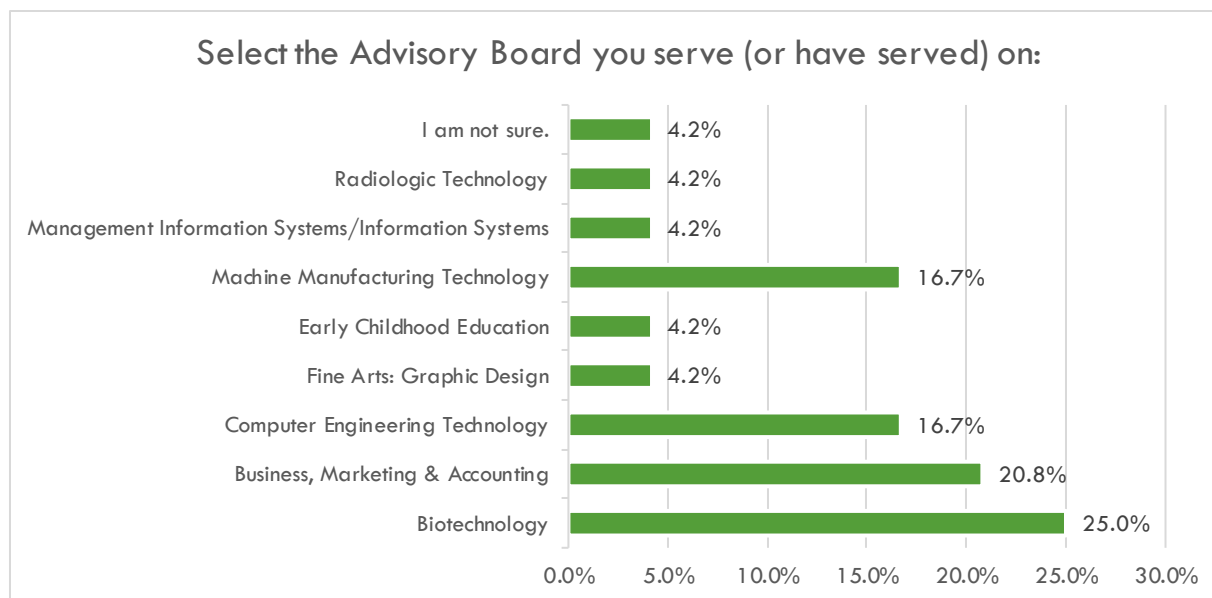
The next question asked respondents if they would like to learn more about Middlesex Community College. Results indicate the most curiosity around the impact of MxCC on its students and how MxCC engages with the broader Middlesex community. An opportunity to write in other options revealed interest in learning about employment resulting from MxCC coursework, future programming or program changes, and alumni engagement.



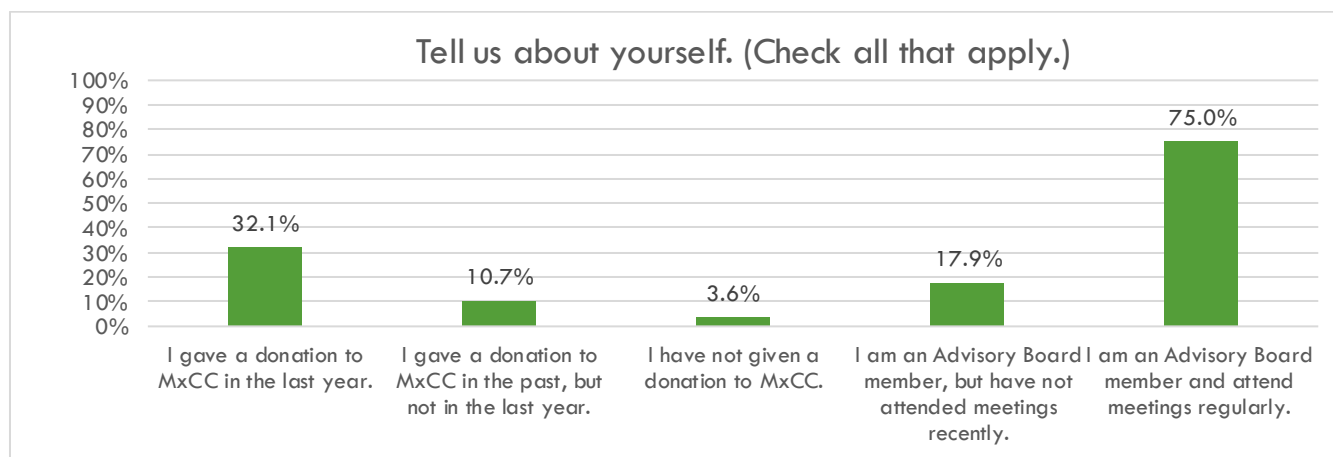
## ABOUT YOU

The next section of questions was aimed at collecting demographic information of respondents.

25% of respondents serve or have served on the Biotechnology Advisory Board. About 21% of respondents have served or currently serve on the Business, Marketing and Accounting Advisory Board. The numbers for The Advisory Boards for Computer Engineering Technology and Machine Manufacturing Technology were about 17% each. There was one respondent from each Fine Arts: Graphic Design, Early Childhood Education, Management Information Systems/Information Systems, and Radiologic Technology. One respondent was not sure of their service. There was no representation from the following Advisory Boards: Broadcast-Cinema, Criminal Justice, Human Services, Ophthalmic Design and Dispensing, and Veterinary Technology.



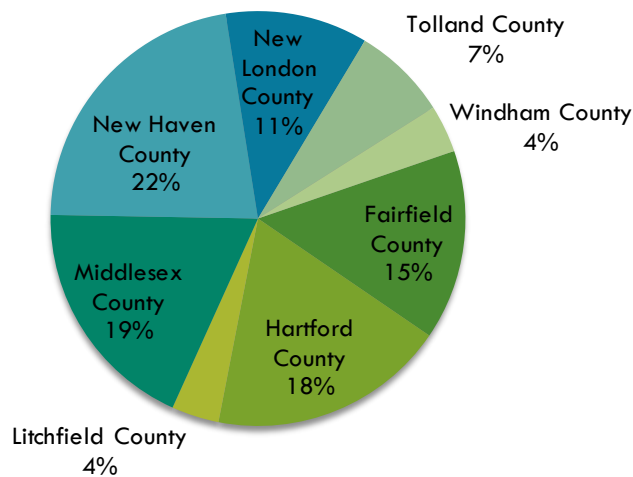
The majority of respondents are Advisory Board members who regularly attend meetings. Just fewer than 20% of respondents have not attended meetings recently. About one-third of respondents have made a donation to MxCC in the past year, and about 10% have given, but not in the past year. Only one respondent has not given to MxCC before. Those Advisory Board members who are not giving to MxCC or able to attend meetings were given an opportunity to help us understand why. One respondent indicated they have never given to MxCC because they have never been asked.



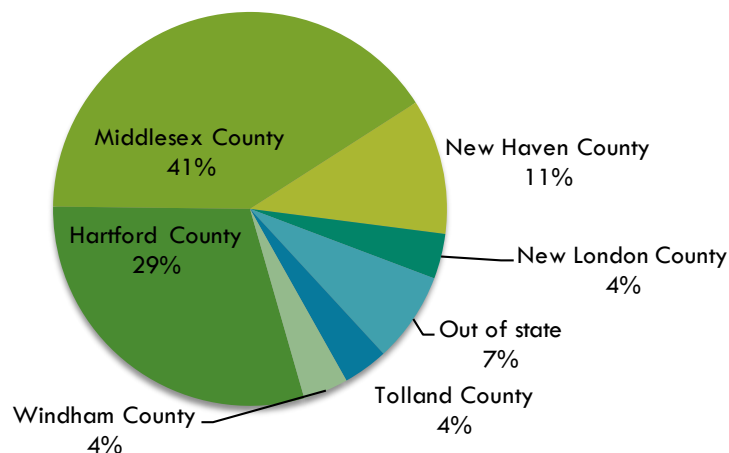
More than half of respondents are male, with about 10% who preferred not to specify their gender. About 30% are between the ages of 30 and 44, 40% between the ages of 45 and 59, and the remaining 30% over 60 years of age. The respondents are 84% white, 4% Asian, 4% Hispanic and 8% multiple ethnicities. 61% are educated at the graduate degree level, 32% have attained bachelors degrees, and 7% associate degrees.

Below are charts that indicate the cities and towns in Connecticut where respondents live and work.

**Where respondents live by county**



**Where respondents work by county**

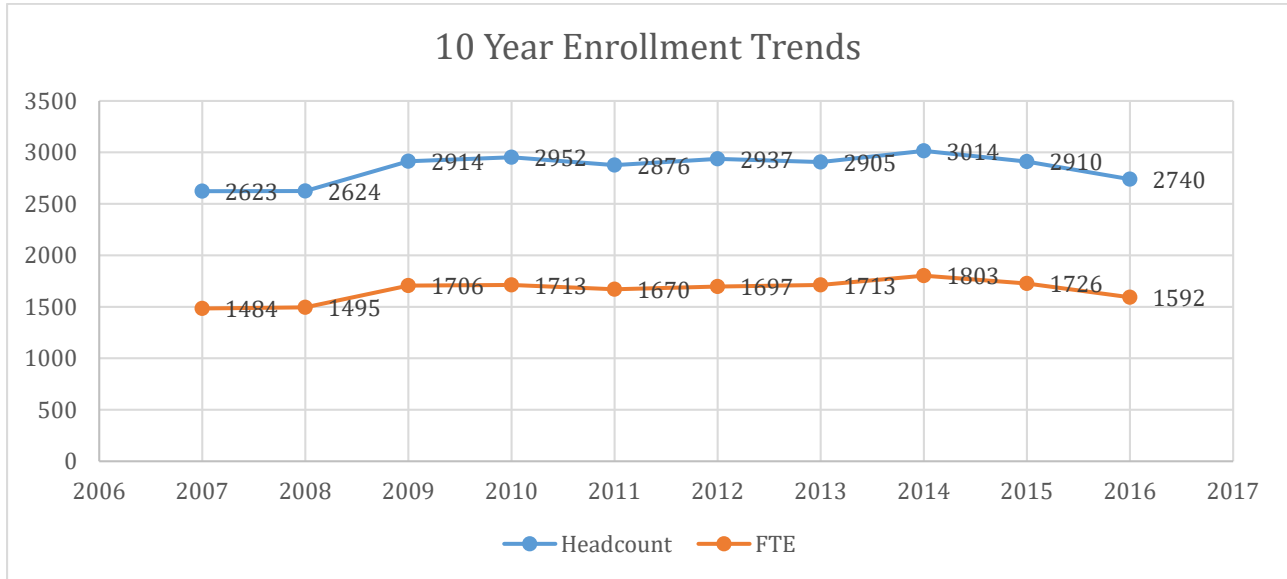


## Fast Facts on Budget and Enrollment:

### Report to Fio Partners for the 2017 Strategic Planning Process

#### Enrollment & Graduation

Fall to Fall enrollment trends over the last 10 years:



Year	Headcount	FTE
2007	2623	1484
2008	2624	1495
2009	2914	1706
2010	2952	1713
2011	2876	1670
2012	2937	1697
2013	2905	1713
2014	3014	1803
2015	2910	1726
2016	2740	1592

Of the last 10 years, 2014 had the highest enrollment numbers. Significant work has been done to retain these students. The graduation rates of first time, full time students (the benchmark group for IPED reporting) has now reached 20%.

MxCC observed their largest graduating classes, three years running. In May 2016, MxCC graduated its largest class, 471 students. In 2015, 404 students graduated and in 2014 a class of 338 students graduated.

### ***Program Development***

Over the past 5 years MxCC has had added several cohort based programs, including: Veterinary Technology, the Honors Program, Transitional Year Program, and most recently the Middlesex Accelerated Program (enrollment beginning soon). Post-primary certification programs in Mammography and Computed Tomography were added within the last year.

The college benefitted from the BOR systemic initiative of the Go Back to Get Ahead program, encouraging students to pick up where they left off and complete their Associates Degrees.

### ***Federal Funding***

Federal Department of Labor grants have significantly impacted our college over the last four years. The college received \$2.5 M to create the Center for New Media as well as funding for Health and Life Science and Precision Manufacturing programming.

### ***Budget***

The total budget for the college is \$24,471,697 (or \$24M). Of that budget, approximately 80% is allocated to personnel costs. (\$20M).

\$1.45M is allocated to institutional aid (Title IV match requirement) and statutory waivers for students.

Approximately \$2.9M remains available for operating fund other expenditures. Once you take the cost of electricity, heating oil, security and janitorial services, as well as the transfer cost to the BOR office from that figure (just under \$1.5M) you are left with about \$1.5M to spend on college operations.

The general fund allotment for Middlesex is just over \$14M, approximately \$8.2M for salaries and \$6.3M for associated fringe benefit costs.

We currently receive approximately \$328 thousand allocated for Developmental Education initiatives and \$90 thousand for outcome based funding. This year the outcome based funding initiative was used to increase the funds available for student labor, a systemic initiative.

# BOR Mission, Vision, Goals

*Our Vision for Connecticut: A continually increasing share of Connecticut's population will have a high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities. [Approved June 20, 2013 \(pdf\)](#)*

## Mission & Vision

### OUR VISION FOR CSCU

The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs

### CSCU'S MISSION

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.



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### CONNECTICUT COMMUNITY COLLEGES MISSION STATEMENT

As part of the Connecticut State Colleges & Universities (ConnSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.



# CSCU's Goals and Metrics

## GOAL 1: A SUCCESSFUL FIRST YEAR

Increase the number of students who successfully complete a first year of college.

[VIEW DETAILS](#)

## GOAL 2: STUDENT SUCCESS

Graduate more students with the knowledge and skills to achieve their life and career goal.

[VIEW DETAILS](#)

## GOAL 3: AFFORDABILITY AND SUSTAINABILITY

Maximize access to higher education by making attendance affordable and our Institutions financially sustainable.

[VIEW DETAILS](#)

## GOAL 4: INNOVATION AND ECONOMIC GROWTH

Create educational environments that cultivate Innovation and prepare students for successful careers in a fast changing world.

[VIEW DETAILS](#)

## GOAL 5: EQUITY

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

**Middlesex Community College**

***Envisioning Our Future***

**Strategic Plan  
2011-2016**

**April, 2011**

# **Strategic Plan Steering Committee**

## **Co-Chairs**

David Sykes, Co-Chair, Dean of Finance and Administration  
Judith Felton, Co-Chair, Professor (Social Sciences Division)  
Lillian Ortiz, Co-Chair, Associate Dean of Academic and Student Affairs (until 12/10)

## **Members**

Linda Ansarra, Administrative Assistant  
Ian Canning, Director of Business and Industry Services  
Emily Canto, Counselor  
Paul Carmichael, Director of Institutional Research  
Tami Christopher, Director of Meriden Center  
Stephanie Fischer, Adjunct instructor (Humanities Division)  
Dale Griffith, Assistant Professor (Humanities Division)  
Kim Hogan, Director of Finance and Administrative Services  
Steve Krevisky, Professor (Mathematics Division)  
Irod Lee, Director of Academic Support Services, Minority Affairs  
Rich Lenoce, Professor (Humanities Division)  
Donna Leonowich, Professor/ Department Chair (Math and Business Divisions)  
Tad Lincoln, Assistant Professor (Social Sciences Division)  
Patty Raymond, Associate Professor, (Business Division)  
Annie Scott, Director of Information Services  
John Shafer, Professor (Humanities Division)  
Christine Witkowski, Assistant Professor (Science Division)

## **Ex-Officio**

Jonathan Daube, Interim President  
Adrienne Maslin, Interim Academic Dean and Dean of Students  
Reid Smalley, Dean of Workforce development, Continuing Education and  
Community Service

The Strategic Plan Steering Committee, on behalf of the entire MxCC community, wishes to acknowledge and thank our consultants for their exemplary guidance, facilitation and insight throughout this entire process.

## **Consultants**

**Richard Alfred**  
**University of Michigan**

**Patricia Carter**  
**Center for Community College Development**

# **Middlesex Community College**

## ***Envisioning Our Future***

### **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 (MxCC) in the foreseeable future. Multiple sources of information were used to frame priorities including published documents and reports, a series of external and internal conversations between November and January to document regional trends and acquire information about stakeholder perceptions of the College, and interviews with selected individuals. Over 85 individuals attended eight external focus group meetings involving employers, influential citizens, K-12 schools, elected officials, social service providers, and colleges and universities. Approximately 120 individuals attended 11 sessions organized for MxCC faculty, staff, administrators, and students. Multiple source data were synthesized by consultants and shared with College faculty and staff in a formative report issued in December, 2010. This report and a portfolio of supporting data served as the resource platform for development of College-wide priorities by MxCC's Strategic Plan Steering Committee in January and February.

#### **Strategic Context for MxCC**

Middlesex has obvious strengths embodied in its mission and purpose, the quality and commitment of its faculty and staff, its culture, and its location and ambiance. Like all colleges, it is not without challenges—the most obvious of which is a lack of visibility and drawing power in its service region. This is evident in numbers revealing a depressed growth rate relative to sister colleges, a low percentage of primary service region citizens enrolling in MxCC and a significant outflow of MxCC service area residents to out-of-district community colleges. Middlesex Community College is one of the best kept secrets in the Connecticut Valley—a factor that accounts for lower than expected enrollment growth, foregone opportunities for partnering and collaboration, and a less than optimal position in the quest for operating and capital resources.

Growth is certainly not the ultimate objective in a System hit hard by record enrollments and flat funding. On the one hand, it is a basis for resource allocation in states with enrollment-driven funding formulae. It is also a basis for determining a college's position in the queue for capital projects and funding. On the other hand, it is a hollow achievement in the absence of academic currency and quality. What a college does to anticipate and meet community needs through relevant and timely educational programs and services—its *currency*—and the outcomes it generates with learners--its *quality*--are pillars of success for any postsecondary education institution. The priorities developed by MxCC represent an effort to achieve this balance as part of a carefully developed

strategic plan designed to help the College emerge from the recession a stronger and more strategically ready institution.

## **Priorities**

Student success is our foremost priority at Middlesex Community College. We are committed to partnering with our students to help them achieve their individual objectives. We are dedicated to providing an environment centered on personal, academic, and career growth. Whether pursuing a degree or certificate, transferring to a baccalaureate program, preparing for employment, developing new workplace skills or pursuing personal enrichment, students will find experienced faculty, staff and administrators committed to offering individual attention and support. It is our goal to provide an engaging environment conducive to lifelong learning and the development of citizenship and broad interests amongst our community. The priorities of this Strategic Plan have been established to support this commitment.

### **I. FOSTER STUDENT SUCCESS**

We will continuously strive for excellence in all that we do to support and promote student success.

### **II. PROMOTE ECONOMIC AND WORKFORCE VITALITY**

We will assume a leadership role in economic and workforce vitality in the communities we serve.

### **III. INCREASE VISIBILITY IN OUR SERVICE REGION**

We will be recognized in our service region as a vibrant and responsive educational institution that provides high quality and inclusive learning opportunities in a student-centered environment.

### **IV. INCREASE COMMUNITY PARTNERSHIPS**

We will actively collaborate and develop partnerships with organizations in our service region to anticipate and respond to community needs.

### **V. OPTIMIZE CURRICULUM**

We will develop and strengthen credit and non-credit programs that anticipate and meet the needs of individuals, businesses and communities with customized delivery systems.

### **VI. GROW ENROLLMENT**

MxCC will achieve enrollment growth and improved student retention.

## **VII. CREATE AND MAINTAIN A VIBRANT COLLEGIATE ENVIRONMENT**

We will create and maintain a vibrant learning environment.

## **VIII. PROMOTE LEADERSHIP**

We will create an environment in which all members of the college community have the opportunity to demonstrate leadership.

## **IX. ENHANCE AND SUPPORT DEVELOPMENTAL EDUCATION**

We will be recognized within the educational community as an institution that provides comprehensive academic and educational support to students entering the College in need of developmental education.

## **X. SECURE ALTERNATIVE FUNDING SOURCES**

We will identify and cultivate funding resources to enhance student success.

## **XI. COMMIT TO AND ACHIEVE SUSTAINABILITY**

We will work to achieve more sustainable practices as an institution, encourage sustainable initiatives at the College and in the community, and provide increased opportunities in sustainability education while encouraging good citizenship and global awareness by all.

## **Challenge of the Future for MxCC**

A carefully developed strategic plan will do much to put the College on a forward track. By itself, however, this plan will not be sufficient to bring MxCC to the standard of excellence it is capable of. The final answer rests in sustained effective leadership at the top and throughout the institution.

## **Strategic Context for MxCC**

Established as an independent institution in the system of Connecticut Community Colleges in 1968, Middlesex Community College (MxCC) serves a scenic region in Central Connecticut encompassing eighteen towns the largest of which is Meriden. Its three locations enroll approximately 2,650 full- and part-time credit students and 1,700 continuing education students making it the eighth-largest of the twelve colleges in the Connecticut Community College System. MxCC offers more than 50 degree and certificate programs including several programs which are unique. Its main campus in Middleton includes four buildings housing classrooms, faculty and administrative offices, chemistry and biology laboratories, art studios, a learning laboratory for reading and writing, a broadcast communications center, an ophthalmic design and dispensing laboratory, a computer center, cafeteria, library, and bookstore. There is also an extensive day care facility. Credit and non-credit courses are also offered in two centers serving Meriden and the Shoreline.

## Planning Objectives

Integral to the approach to strategic planning at MxCC was a methodology designed to: 1) empower MxCC faculty and staff through involvement in every phase of the planning process and 2) base decisions on multiple sources of information acquired from individuals, groups and organizations inside and outside of the College. Ten planning objectives were framed prior to project initiation pursued to formulate priorities that culminated in a 5-year strategic plan for MxCC. These objectives were:

- 1) **Context Assessment.** A comprehensive analysis of forces and conditions in the external environment through review of published documents and reports, acquisition of statistical information from regional organizations, and meetings conducted with representatives of regional for-profit and not-for profit organizations.
- 2) **Conversations with Stakeholders.** Identification of and intensive conversations with, stakeholders external to MxCC to gather information about their awareness of, and involvement with, MxCC, their current and future educational needs, their expectations of MxCC, and their perception of what MxCC does well and what it could do better.
- 3) **Analysis of Opportunity.** Identification of development opportunities that can be pursued by MxCC through new program development and innovative approaches to the design and delivery of programs and services through collaboration with organizations in central Connecticut.
- 4) **Capacity Analysis.** Determination of the capacity of MxCC to create and pursue opportunities through analysis of its strengths, competencies, capabilities, and resources.
- 5) **Analysis of Value.** Determination of: a) the current value delivered by MxCC to different stakeholders and b) the value it could potentially deliver when using its capabilities and resources to the fullest extent.
- 6) **Identification and Declaration of MxCC Strategic Position.** Determination of the optimal position MxCC could occupy in Central Connecticut and the Connecticut Community Colleges relative to operating and capital resources based on analysis of five factors: stakeholder needs and expectations, potential for growth, value delivered to stakeholders, capacity to pursue opportunity, and capacity to leverage performance.
- 7) **Identification of Priorities.** Identification of priorities that MxCC will need to pursue to enhance its strategic position:
  - enrollment
  - programs, curricula and services (new and modified)
  - educational delivery and technology
  - operating resource requirements
  - capital and facilities requirements
  - partnerships and collaboration
  - marketing and positioning strategies

- 8) **Formulation of Key Performance Indicators (KPIs).** Identification of performance indicators to measure progress toward the achievement of priorities. These indicators will be limited in number, easily understood and interpreted by faculty and staff, regularly reported and evaluated, and connected to the operating budget.
- 9) **Preparation of a Published Plan.** Development of a published plan including: an executive summary, comprehensive report, and data appendix.
- 10) **Communication Protocol and Monitoring System.** Development of an in-house system that can be used to organize and publish information related to key performance indicators.



# Priorities

The following priorities constitute our Strategic Plan. They are not ranked by order of importance as we view each as significant.

## I. FOSTER STUDENT SUCCESS

We will continuously strive for excellence in all that we do to support and promote student success.

### ***Key Action Steps:***

1. Provide guidance and structure to transition students to a college environment.
2. Provide a safe and secure environment.
3. Ensure that teaching staff are skilled and vested in student success.
4. Maintain facilities that are modern and up to date.
5. Offer technology that is current and effective.
6. Deliver support services that are conducive to student success.
7. Strengthen a Learning Center that is supportive of students' needs.

### ***Success Indicators:***

1. Enrollment growth.
2. Improved retention.
3. Improvement in survey results of student satisfaction.
4. Increased opportunities for faculty and staff mentorship.

## II. PROMOTE ECONOMIC AND WORKFORCE VITALITY

We will assume a leadership role in economic and workforce vitality in the communities we serve.

### ***Key Action Steps:***

1. Enhance the economic and workforce development efforts across our service region through collaborative relationships with other organizations.
2. Strengthen grassroots relationships with local businesses and organizations and identify their education and training needs.

3. Identify target markets and establish MxCC as the source of on-going and comprehensive assistance to regional employers.
4. Develop, customize, and market courses, programs, and curricula to meet the changing requirements of business and industry employers.
5. Establish bridges between the academic and non-credit areas to provide comprehensive options for individuals, businesses, and community-based organizations in achieving their education and/or training goals.

***Success Indicators:***

1. MxCC is acknowledged as a community leader in economic and workforce development.
2. New courses and programs are continually developed that respond to and anticipate the needs of regional employers.
3. Increased number of contracts that provide training for local business and industry as well as for community based organizations.
4. Collaborations between non-credit and credit programs increase.

### **III. INCREASE VISIBILITY IN OUR SERVICE REGION**

We will be recognized in our primary service region as a vibrant and responsive educational institution that provides high quality and inclusive learning opportunities in a student-centered environment.

***Key Action Steps:***

1. Identify and promote the College's unique qualities and opportunities.
2. Involve current MxCC students, alumni, faculty, and staff as ambassadors of the College to the community.
3. Strengthen articulation agreements with secondary schools.
4. Work collaboratively with secondary schools to inform students and their parents about the options that community colleges have to offer.
5. Build strong pathways to public and private baccalaureate institutions.
6. Build strong pathways to the public and private sector in the service region.
7. Increase community presence on campus through special events.

8. Actively participate in community organizations.
9. Strengthen the Regional Advisory Council and engage other advisory groups.

***Success Indicators:***

1. MxCC's image is clearly expressed and well known in the communities that it serves.
2. Secondary school students and their parents become more aware of what MxCC has to offer.
3. The College and the secondary schools in the service region become strong partners in providing information about MxCC as a viable option to students.
4. The number of articulation agreements with baccalaureate institutions and the number of participating students increase.

#### **IV. INCREASE COMMUNITY PARTNERSHIPS**

We will actively collaborate and develop partnerships with organizations in our service region to anticipate and respond to community needs.

***Key Action Steps:***

1. Actively participate with Chambers of Commerce and other business organizations.
2. Partner with civic and human service organizations and businesses.
3. Establish collaborative partnerships with pre-K-12 systems and baccalaureate colleges and universities.

***Success Indicators:***

1. The College is seen as an essential participant in and contributor to the community's viability, stability, growth and well being.
2. Partnerships with a wide range of organizations and institutions increase.

## **V. OPTIMIZE CURRICULUM**

We will develop and strengthen credit and non-credit programs that anticipate and meet the needs of individuals, businesses, and communities.

### ***Key Action Steps:***

1. Continuously monitor the demographic changes and workforce needs in our service region.
2. Assess and modify current courses and programs and develop new ones in response to changing needs.
3. Address the needs of developmental students through programs, courses, and support services.
4. Continuously identify programs which are unique and/or provide a “signature” for the College.
5. Offer more advanced and specialized courses.
6. Fully inform community groups about the programs and learning opportunities that the College can and does provide.
7. Enhance opportunities for service learning.
8. Engage advisory groups in reviewing programs.
9. Schedule courses in a student-centered manner with consideration of timing, sequencing, and frequency of offerings critical to certificate or degree completion.

### ***Success Indicators:***

1. Enrollment growth.
2. Current and new programs are responsive to the needs of the service region.
3. Signature programs are highly visible and well known.
4. Students obtain employment in their field.

## **VI. GROW ENROLLMENT**

MxCC will achieve enrollment growth and improved student retention.

### ***Key Action Steps:***

1. Develop an enrollment plan that establishes potential one, three, and five year enrollment growth strategies, projections, and targets for MxCC.
2. Collect annual service area data and review enrollment targets, adjusting them as necessary.
3. Identify target markets and develop a college wide marketing plan to reach potential students.
4. Enhance the College's academic advising process and methods of delivery to students.
5. Create a culture of one-stop service.
6. Develop a retention plan that includes a transitional year program.
7. Provide for the processing of walk-in registrations to supplement scheduled registration days.

### ***Success Indicators:***

1. Increased student enrollment.
2. Increase in retention.
3. The number of students who transfer, seek degrees, and certificates or find job placement increases.

## **VII. CREATE AND MAINTAIN A VIBRANT COLLEGIATE ENVIRONMENT**

We will create and maintain a vibrant learning environment.

### ***Key Action Steps:***

1. Develop and promote diverse, enriching cultural activities for our students and community that provide opportunities for student, staff, and faculty interaction.
2. Provide physical spaces that encourage and support a vibrant collegiate experience.
3. Establish access to support services that meet the needs of students.
4. Promote an environment of wellness.

5. Partner with other colleges and universities.

***Success Indicators:***

1. Increased student enrollment.
2. Students, faculty and staff are engaged in co-curricular activities.
3. Students have improved access to a broader range of services.

## **VIII. PROMOTE LEADERSHIP**

We will create an environment in which all members of the college community have the opportunity to demonstrate leadership.

***Key Action Steps:***

1. Work collaboratively to establish college-wide expectations and a common vision.
2. Establish the expectation that everyone will play a leadership role to the best of their ability.
3. Provide tools and professional development opportunities that encourage leadership and engagement across the College.
4. Encourage faculty, staff, and students across the college community to serve as ambassadors for the College and to effectively represent it in the community.
5. Establish mechanisms that support effective multi-directional communication.
6. Acknowledge individual leadership efforts.
7. Assess the College's governance structure and make changes as appropriate.
8. Establish internal mentorship programs to enhance new employee orientation.
9. Evaluate staff and faculty performance as prescribed including how leadership has been demonstrated in the achievement of the College's strategic priorities.

***Success Indicators:***

1. Increased civic engagement of faculty, staff, and students.
2. Formal recognition of those demonstrating leadership.
3. Improved campus climate due to increased participation in leadership opportunities.

## **IX. ENHANCE AND SUPPORT DEVELOPMENTAL EDUCATION**

We will be recognized within the educational community as an institution that provides comprehensive academic and educational support to students entering the College who need developmental education.

### ***Key Action Steps:***

1. Review and study Accuplacer scoring and the placement of students to enhance student success.
2. Create mechanisms for improving cross-disciplinary communication to better meet the needs of developmental students.
3. Continuously explore alternative delivery options for students in developmental courses, and for transitioning successfully to credit courses.
4. Increase full time faculty involvement, college-wide, in developmental education by promoting courses in addition to English and Math for developmental students.
5. Establish an advising system that provides maximum student contact with advisors to improve student support services.
6. Create more mechanisms to train and collaborate with adjunct faculty who are teaching developmental courses.
7. Explore the feasibility of expanding the Learning Center to include Labs in all disciplines.

### ***Success Indicators:***

1. An adjunct mentoring and liaison program will be established.
2. Regular meetings of developmental education faculty will be held
3. Retention of and transition to college-level courses will improve among developmental students.

## **X. SECURE ALTERNATIVE FUNDING SOURCES**

We will identify and cultivate funding resources to enhance student success.

### ***Key Action Steps:***

1. Promote connections with legislators, members of the Executive Branch, local leaders, and other influential citizens and organizations.
2. Increase the College's data fundraising bases by identifying public and private potential donors.

3. Identify initiatives as a basis for seeking donations.
4. Strengthen relationships with the Foundation as a partner for identifying and securing alternate funding sources.
5. Improve and enhance the grant acquisition process.
6. Continually seek opportunities to create relationships that result in donations to the College.
7. Strengthen relationships with alumni, retired faculty, and staff.

***Success Indicators:***

1. Annual fundraising goals are established and met.
2. Increased revenues from donations.
3. Improved grant application success rate and revenue.

**XI. COMMIT TO AND ACHIEVE SUSTAINABILITY**

We will work to achieve more sustainable practices as an institution, encourage sustainable initiatives at the College and in the community, and provide increased opportunities in sustainability education while encouraging good citizenship and global awareness of all.

***Key Action Steps:***

1. Educate students, staff, and the community in the importance of sustainable practices.
2. Seek ways to maximize the efficient use of resources, personnel, and facilities on campus to minimize waste and lower costs.
3. Improve recycling and seek ways to reduce use of natural resources.
4. Work to reduce the College's carbon footprint.
5. Work with the community to promote improved transportation options.
6. Evaluate and explore the College's land use to achieve maximum benefit for educational, environmental, and community use.
7. Develop new courses, curricula, and training programs supporting sustainable principles and incorporate ideas into existing offerings where possible.
8. Engage state and community groups to partner in developing sustainable initiatives to benefit local communities.



***Success Indicators:***

1. Identification of additional ways to improve efficiency and reduce waste.
2. Reduction in the use of energy.
3. Number of new or revised sustainability-related courses and programs.
4. Increased awareness of sustainability issues.

## Methods

Published documents and reports generated by agencies external to MxCC and MxCC's Office of Institutional Research were examined to identify trends and forces in the service region that would impact college development and college performance in key areas such as enrollment, student outcomes, and economic impact. Beyond published data, MxCC hosted a series of external and internal conversations between November and January to obtain information about perceptions of the College and its profile, position and performance in the service region. Over 85 individuals attended one of eight external sessions: Employers (2), Influential Citizens (2), K-12 Schools, Elected Officials, Social Services, and Colleges and Universities. Approximately 120 individuals attended one or more of 11 sessions organized for MxCC faculty, staff, administrators, and students. Highlights of discussion were recorded and synthesized to capture recurring themes from the conversations.

Participants were asked to describe their involvement with the College and their perceptions and opinions about: challenges facing the College and the service region now and in the future; service region needs and expectations; MxCC's role in helping the community meet challenges, needs and expectations; College strengths and visibility; areas requiring improvement; and what MxCC could do, beyond what it is already doing, to contribute to the vitality of the service region. Data collected via published documents, focus groups and interviews were synthesized by the consultants and shared with College faculty and staff in a formative report issued in December, 2010. This report and a compendium of data gathered from different sources served as the resource platform for development of College-wide priorities by a 15 member Planning Steering Committee in January and February 2011.

In the pages that follow, key findings that were gleaned from published data and internal and external focus group discussions are presented and their implications for short- and long-term development of MxCC are described.

# Key Findings

## EXTERNAL

### *Service Region*

#### **Demographics:**

- Population in Middlesex County approximated 165,368 in 2010—an increase of 6.6 percent over its level of 155,071 in 2000. Growth trends are noted in Rocky Hill (6.9 percent growth between 2000 and 2010), Meriden (5 percent), and Wallingford (5.6 percent).
- The MxCC service area population is projected to grow by 10.5 percent between 2010 (291,184) and 2030 (321,742).
- Growth is most noticeable in the larger towns in MxCC's service region and in housing and enterprise developments near heavily traveled transportation corridors.
- The service area's continued growth and vitality will be contingent on its ability to attract new regional and national companies, many of which will be looking for an available skilled workforce.
- There has been a significant increase in the Latino, African-American, and minority population in Meriden and towns immediately adjacent to Hartford; the service area will become multi-cultural as Latino and African-American populations continue to grow and other minority populations find their way into the regional economy and housing market.
- The service area population is aging.
- While parts of the service region are perceived as being wealthy, there is an increasing proportion of those in financial need across the region.
- An increasing number of citizens are living in poverty and seeking assistance.
- Generational differences are more pronounced—youth appear to be less committed to their jobs, ascribe to a different work ethic than older residents, and exhibit an entitlement mindset.
- There is growing but limited interest in technical and paraprofessional careers; college educated parents do not view technical and skills-based programs as appropriate for their children.
- In Connecticut's recessionary economy, parents and K-12 youth are more interested in, and accepting of, community colleges compared to an earlier day in which traditional colleges and universities prevailed in an established pecking order for postsecondary education.

#### **Economy:**

- Slow growth is projected for a regional economy that has been deeply impacted by the protracted recession.
- Growth is projected for regional occupations in biotechnology, transportation (hybrid vehicles, electric vehicles, fuel cells, etc.), sustainability and energy (energy

efficiency, conservation, building retrofits, solar, smart grids, etc.), water (filtration, recovery and capture, etc.), the materials industry (bio-based materials, mimicry, etc.), and veterinary technology.

- Cost of living in the service area exceeds the salaries that many MxCC program graduates draw; the result is a “shrinking middle class” that is not able to enjoy a standard of living that is possible for other segments of the regional population.
- Older workers who planned to retire now have reduced savings, which will keep them in the workforce longer than planned—often necessitating retraining.
- The aging workforce in Connecticut is a problem for companies in part because they cannot find young workers to do the work older workers have done; technical jobs are in demand and pay well, but they are not glamorous and do not attract young workers.
- Manufacturing is not leaving Connecticut at the pace projected; opportunities are on the rise and are going unnoticed.
- The pattern of economic development in the service region is changing as more and more economic activity is generated through small employers
- Leadership training is needed in all companies if they are to thrive in the future; everyone is a leader and this means problem-solving, full engagement, change management, motivation, work ethic, and effective communication.
- The cost of higher education and retraining is increasing.
- Jobs are opening in fields in which advanced technological skills are needed.

#### **K-12 Education:**

- Enrollment for the 14 K-12 school districts in Middlesex County increased by 2.2 percent between 2000 (41,053) and 2010 (41,997). The largest districts were Meriden, Wallingford, and Middletown. Enrollment increases were noted in 11 of 14 districts, but growth across all districts was minimal as were declines in three districts (Meriden, Deep River, and Clinton).
- The total number of graduates in high school districts served by MxCC increased by 12.8 percent between 2004 (2,428) and 2008 (2,741).
- The percentage of graduates in MxCC’s 17 service region high schools enrolling in MxCC within one year of graduation was 15.1 percent across all school districts in 2008—up from 11.5 percent in 2004.
- Schools contributing the largest proportion of graduates to MxCC were Middletown (26.9%), Nathan Hale-Ray (22.4%), Francis Maloney (21.8%), Orville Platt (18.8%), and Portland (17.5%)
- Schools contributing the lowest proportion of graduates to MxCC were Lyman Hall (5.3%) and Mark Sheehan (8.3%) in Wallingford.

## ***External Perceptions of MxCC***

### ***MxCC'S Role***

#### *Providing:*

- county-wide leadership and facilitation in determining how the County can best plan for and respond to the challenges on the horizon
- facilitation of diverse community groups to address common issues
- programs, courses, and training that anticipate the changing workplace needs
- re-entry points to assist adult learners seeking retraining
- life- long learning opportunities
- access for those who are financially or otherwise disadvantaged
- partnerships with business, industry, K-12, and community organizations
- outreach to underserved populations
- quality instruction
- business and industry incubators
- bridges across credit/non-credit courses and programs and training
- preparation for successful employment within the County
- entry point for transfer students or for job preparation
- the vital link in increasing and retraining the workforce to meet changing needs across the County

### ***Employers***

#### *MxCC:*

- has not developed and maintained linkages with employers; collaborative programs organized and operated in prior years have fallen through the cracks
- has program recognition with employers (film and broadcasting), but not general college recognition
- has not funneled students in significant numbers to regional employers for job opportunities
- is reluctant to reach out and communicate with employers; more communication and requests for information come from Asnuntuck and Manchester than MxCC
- needs to take advantage of newly emerging opportunities in the rapidly changing machining technology industry
- needs to strive to provide students with access to the best technology and equipment
- needs to continually align its curriculum with changing technology and skill requirements in business and industry
- has an opportunity to help regional businesses retrain older workers and attract younger workers to service and manufacturing jobs; technical and utility work is not glamorous and young workers are hard to locate, employ, and retain
- is in a position to help regional employers by designing and delivering leadership training programs in collaboration with employers; skills needed are problem-solving,

effective communication, workplace ethics, change management, and, most importantly, well-developed basic skills

- needs to develop a stronger relationship with regional employers and prospective workers through a) “externships” and b) industry personnel teaching in MxCC classes
- should make a concerted effort to incorporate specific skills that employers need (example: team skills, and project management) into courses and curricula
- should take the lead regionally in developing a direct relationship between K-12, college, and employers for career development and training
- needs to improve outreach with and into high schools as a means for changing youth perceptions of less attractive career fields such as manufacturing
- should design and deliver “one-stop” workforce training programs to regional employers
- needs to focus on developing a brand that will make a lasting imprint on employers; to do this, MxCC should harness the talents in its alumni pool
- should work to upgrade its image with regional citizens; attending MxCC should not be a matter of default -- it should be viable and exciting
- should provide more training options to employers customized to their needs; Meriden and Middletown have a disconnect and employers in different towns may have different needs
- needs to develop a larger footprint with employers—it is largely unknown to many employers
- needs to develop a “collegiate environment” and create on-campus experiences that are collegiate in nature for its students
- needs to pump up the value of community colleges by illustrating the “economical savings” community colleges offer as well as beneficial outcomes of college attendance

### ***K-12 Representatives***

#### ***MxCC:***

- is on the radar screen of personnel in K-12 schools; it has a presence, but teachers, counselors and administrators are not necessarily familiar with all that it has to offer
- is known to high school students and selected primarily because of its proximity, affordability and the perception of a safe environment/ high school students will go elsewhere if there is a unique program offering at another college
- is not known for any unique programs -- its program strengths are not projected to high school students
- needs more effective marketing to improve visibility; needs to find ways to intentionally inform the community about what it has to offer
- is seen by high school students as a means to transfer
- is being looked at in a different way by high school students; in the current economy, admission to a 4-year college is more difficult and high school students are more open to starting at a community college

- is becoming more attractive to parents who see the community college as a viable starting point; this is a real marketing opportunity and MxCC should advantage itself by reaching out more effectively to parents
- offers exceptional remedial services making it a great place for students who need help in getting ready for college-level study; students like the personalized service offered by MxCC
- needs to provide help to parents in navigating the financial aid application process
- to make its scholarship program more visible to high school students
- needs to rethink and redesign its school-to-career programs – they had a good start, but have fizzled out
- needs to offer more of a collegiate experience to students; consider partnering with 4-year institutions to provide access to social, athletic, and cultural events
- needs to become much more of a presence in high schools by putting admissions personnel and student ambassadors on location in high schools
- needs to work much more aggressively to enroll high school students in college courses through dual enrollment opportunities and on-line/co-op courses
- needs to find ways to connect with middle school and elementary students
- should work with K-12 schools to remedy the high rate of remediation required for high school graduates; MxCC should consider working with schools to administer assessment tests at the 10<sup>th</sup> grade level to improve planning for remediation
- should provide discipline-based opportunities for development of K-12 teachers
- needs to develop a closer linkage between studies and jobs; the closer the link between curriculum and employment, the better – students need to see the pay-off of college study
- needs to work hard to create a better image; a good beginning would be to decide on a clear focus

### ***Elected Officials***

#### ***MxCC:***

- needs to focus on reputation building; the campus is locked away from communities and hard to find; small towns need to see MxCC as an option – make transfer availability and low cost more visible, publicize and market the College more effectively, and connect with high schools to earn college credit while enrolled in high school
- should consider operating programs such as a gifted and talented program that school systems can no longer afford to run
- should seize the opportunity afforded by school systems and parents who are discovering the value offered by community colleges and their desirability as a testing ground for students who are not certain about what they want to do; MxCC needs to do more outreach to capture these students
- is not seen as a viable training option by regional employers – in particular, Meriden employers turn to the Chamber first, in part, because of MxCC's remote location, but also because its programs are not distinctive; MxCC is seen as a place to take

classes, but not as an institution offering a professional focus or educational excellence

- is not a key player in regional towns; some view MxCC as needing to focus on a few areas of education while others see it as remaining comprehensive but specializing in key programs
- needs to work much harder at cultivating donors and resources from the moneyed small towns and the shoreline; people need to be persuaded to give to MxCC
- needs to become more of a “real” college; college personnel need to determine what resources the college can offer to the community to make the college-going experience special
- needs a dynamic leader and leadership team

### ***Social Services/Community Groups***

*MxCC:*

- has a record of involvement with social services providers
- is one of the best kept secrets in the region – people forget or lose sight of the “campus on the other hill” (the first being Wesleyan)
- needs to communicate more deliberately and effectively about its programs, offerings, and services so that more partnerships can be formed
- misses many opportunities because College representatives do not attend important community meetings and functions; faculty and staff should be assigned as ambassadors in specific areas to build a network of connections
- needs to pay more attention to community visibility; organizations come to MxCC, but MxCC needs to be more proactive in going to them; MxCC needs to figure out what top three or four things it stands for
- is not getting messages out about its academic programs and its success in helping students achieve important goals; where is the information about its programs and success stories?
- has not branded itself effectively with key groups and organizations in the region; MxCC needs to brand itself as an individual institution, not as part of a large(r) system
- needs to partner with other community colleges in the system on academic programs. Example: could MxCC be the pipeline that feeds another college’s fully developed academic program or the converse
- needs to get back to the basics –math, English, etc. -- to prepare students; MxCC should also concentrate on developing students’ human service skills, values, ethics, and morality – it should teach human values
- needs more staff involvement in promoting its mission and more outreach in marketing
- needs to take advantage of an upward tick in how regional citizens are seeing community colleges; community colleges are excellent deals and the first choice for many; articulation agreements have changed people’s perspective
- advice to the president: a) keep sending the message, b) make the messages short and consistent, c) more intentional partnerships with human services providers, d)



encourage faculty and staff to be more open to change, e) try to unite faculty, staff, and students in building a stronger culture in the College, f) partner more effectively with non-profits, g) consider how to engage older students returning to college, h) be positive, i) utilize more effectively your current facilities and advocates

## INTERNAL

### ***College Trends and Development***

- Headcount enrollment more than doubled between Fall 2005 and Fall 2010 increasing from a level of 1,359 students in 2005 to 2,924 students in 2010
- Significant enrollment growth between 2005 and 2010 was realized in Early Childhood Education, General Studies, Business Administration, and Criminal Justice. Enrollment declined over a 5-year period in Non-Degree students
- Middlesex was the fourth smallest in enrollment of 12 Connecticut community colleges in Fall 2010. Enrollment growth between Fall 2009 and Fall 2010 was 1.3 percent—with the exception of Norwalk Community College, the lowest growth rate of any college in the Connecticut Community Colleges.
- Staffing at MxCC has remained static since 2005:

	<i>FT Faculty</i>	<i>Senior Admin.</i>	<i>FT Middle Admin.</i>	<i>FT Support Staff</i>
<i>2005-06</i>	39	9	41	23
<i>2009-10</i>	41	8	40	20

- Campus facilities are dated and personnel can no longer keep up with deferred maintenance logs
- Demand for courses and services is increasing at the Meriden Campus, but space is maxed out
- Administrative staff are temporary or revolving in and out of key functional areas
- MxCC's record for private sector fund raising in a service region with major pockets of affluence is, to be generous, modest
- Student satisfaction at MxCC is noteworthy. Graduate Survey results indicate that the College scores high on:
  - academic quality (relevance of courses to major field of study, variety of offerings, faculty members' knowledge, etc.)
  - support services (knowledge and helpfulness of staff, staff availability, learning atmosphere, technology, hours of operation, etc.)
  - administrative services (accessibility and cleanliness of facilities, campus safety, helpfulness of staff, etc.)
  - student services (staff knowledge and availability, systems and processes, activities and organizations, etc.)
- More than three quarters of responding students indicated their goals were achieved at MxCC. Nine out 10 respondents indicated their preparation at MxCC for advanced studies was excellent or good

### ***Internal Community Perceptions***

- a strong commitment to quality teaching, student support, and creating a good educational environment
- a growing concern about the impact of increasing numbers of adjunct faculty members and the absence of a systematic support process to ensure that the quality of the learning environment is maintained
- a shared pride in the college's role in making a difference in the lives of its students
- a shared sense of collegiality and camaraderie across the college that makes for a positive working environment
- a College culture that has been impacted by what was described as a "leadership vacuum"; a number of key leadership positions remain open and MxCC has had four presidents in the past 18 years, each with his/her own expectations; as a result, goals are ambiguous, direction is unclear, and there is a lack of a shared vision of the college's future
- pockets of excellence are evident throughout the College, but they have not been identified and integrated into a comprehensive picture to portray to the community
- "signature programs" including: vet tech, optometric design and delivery, broadcast cinema and bio-tech/forensic
- departments that were singled out as particularly impressive were IT and the Library as both provide outstanding service with limited resources.
- faculty and staff working with a handicap given the limited and inadequate facilities; facilities limit the College's offerings and its ability to respond to community needs
- credit offerings are limited by budget constraints
- facilities in Meriden that are woefully inadequate despite valiant efforts to "do everything possible with what is available"
- a "make do" philosophy and outlook that has become a college mindset which eventually leads to "can't do" attitude and limits the willingness of personnel to initiate and execute change
- a College community aware that there will be not quick solutions to facility problems and a resulting frustration that small things that could make a difference do not happen. These include:
  - improved signage both at the entry to the Middletown Campus and on the campus itself
  - better grounds and facilities maintenance
  - improved technology in classrooms
  - improvements in the student lounge
  - creating more gathering spaces for students
  - establishing a fitness facility
  - installing shelving in restrooms so students do not have to leave their books on the floor
  - adding art work to corridor walls
  - repainting classrooms to make them less "sterile"
  - reconfiguring and enhancing the cafeteria space
  - providing better classroom furniture
- a core group of faculty and staff committed to helping the College achieve high performance by participating in projects, initiatives, and committees, but stretched

thin; participation needs to become an expectation and others need to step up and become engaged

- a sense shared by many that accountability needs to be established at all levels
- decision making that is unclear to many despite participation on a variety of committees; in the minds of many, too many committees; “administration” appears to make decisions without input from groups who will be affected
- internal community awareness that the image of the college is poorly developed, marketed, and projected
- a College presence that is lacking in all of the communities the College serves
- faculty and staff who have been remiss in outreach and representation of the College to groups and organizations in the community
- relationships with K-12 and the community that are poorly developed and need strengthening
- Enormous opportunities for becoming a key player in workforce development in the region that have been missed because of staffing problems and lack of awareness
- a need for more comprehensive and aggressive marketing
- a College without a champion in the System Office and aggressive campus leaders, a circumstance which has resulted in being overlooked in operational, capital, and operational resource decisions

## **Strategic Position of MxCC**

From the perspective of the bottom-line, the information gathered through the strategic planning process draws a picture of MxCC and its position in the service region that leaves little to the imagination in terms of what College leaders, faculty, and staff must do to bring the College to a performance standard befitting of its talent and intangible resources. To be sure, MxCC has an obvious need for tangible resources – money, buildings, equipment, etc. From the standpoint of its significant intangible resources, however – people, ideas, and skills – it is an institution that is capable and deserving of much more than it has accomplished to date.

A carefully developed strategic plan will do much to put the College on a forward track. By itself, however, a plan will not be sufficient to bring MxCC to its potential excellence. The final answer rests in the real challenge facing MxCC – sustained effective leadership at the top and throughout the institution.



# Middlesex Community College

*Education That Works For a Lifetime*

Strategic Plan

FY2007-2010

**Fall 2007**

## **MIDDLESEX COMMUNITY COLLEGE**

### **STRATEGIC PLAN 2007 - 2010**

#### **Vision Statement**

Our college and our community are partners in a tradition of shaping the future through education—one person at a time.

#### **Mission Statement**

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.

#### **Institutional Goals, Objectives and Outcomes**

To fulfill its mission, Middlesex has established the following goals in its advancement of the principle of lifelong learning:

- **General Education** - To provide a range of courses enabling students to achieve occupational, educational, philosophical, recreational and personal goals for more satisfying lives.
- **College Transfer Education** - To provide appropriate programs and courses for those desiring to continue their education at baccalaureate institutions.
- **Technical and Career Education** - To offer associate degree and certificate programs of study for specific occupations.
- **Student Services** - To provide personal, career, and job support services that help students reach their academic potential; to serve students with special needs, and to create an environment supportive of students from varied cultural and ethnic backgrounds.
- **Community Services** - To provide credit-free courses, workshops and conferences for skill development, career enhancement and personal enrichment.
- **Business and Industry Services** - To assist area firms through consultation and educational services to take advantage of new technology and to improve staff skills.

## **Values**

At MxCC we value excellence, integrity, student-centeredness, civility, and diversity. We believe these values guide our actions and reflect and shape our community and common purpose. We believe our success depends upon our ability to treat others with respect, educate the whole person, recognize that each individual is vital to our mission, and develop programs and services responsive to the current and changing needs of our community.

**Excellence:** We strive to meet and sustain the highest standards of performance in all that we do.

**Integrity:** The principles of honesty and ethical action guide the members of the college community in all that we do.

**Student-Centeredness:** Our students come first and are seen and treated as individuals. Every effort is made to address their needs and support their efforts to accomplish their goals.

**Civility:** We believe that each individual should be treated with respect and dignity and we strive to ensure that this is demonstrated in all we do.

**Diversity:** The diversity of our community is celebrated and embraced and we are sensitive to difference and the richness that it provides. Discrimination in any of its forms is not tolerated.

## **Planning Facts and Assumptions**

The business community needs ongoing training of workers.

The need for developmental courses will continue and also grow.

The technology revolution will necessitate new courses, programs and approaches to learning, in addition to new ways of marketing the college.

Shortage of teachers, nurses and other health professionals will require training and development initiatives to address workforce needs in these and other areas.

The current recession has placed enormous pressure on the state budget. The college's budget has been reduced significantly and will impact greatly on college operations.

## **Challenges and Opportunities**

*Societal Needs and Expectations.* Growing diverse population will lead to changes in demographics of students, faculty and staff. Expect a "baby-boomer echo" of 18-24 year olds, and even greater student diversity in terms of race, ethnicity, and age. Increased

multicultural awareness (older workers, women, people of color and immigrants) will be needed in order for students and staff to be able to interact positively with diverse peoples in the wider socio-economic context.

*Technology.* Advances in interactive communications and systems will continue and accelerate. This will require students and staff to be technologically literate and also lead to changes in the way educational services are delivered.

*Mission.* Economic changes (longer and shallower cycles) will require more adaptability. These changes and societal transformations (multiculturalism, changing family structures, increases in one-person households) will result in new and different constituencies and an ever-broadening mission for community colleges. This sector of higher education will become the focal point in a network of social services.

*Lifelong Learning.* More individuals will enroll in individual courses and certificate programs (not degree programs), both credit and non-credit in order to gain skills in specific areas on short-term, intensive basis.

*Public Policy.* Plan for trends toward less federal and more state control; continued declines in funding; and a widening gap between existing practice and the need for new approaches to the organization and delivery of instruction and services. Hiring of part-time faculty will continue to increase.

*Funding.* Need to identify and pursue new funding sources and increased dependence on private development efforts.

*Educational Competition.* Competition from the growing private education sector will expand. Partnerships and collaborative efforts will be more common.

*International Competition.* Industrial globalization will require that we adapt to international cultures and the realization that we are members of a global society.

*Changing Academic Values.* Values underlying teaching and learning will be under critical review. There will be a growing emphasis on “outcomes-based learning,” assessment and accountability. Preparation for the work force will be an area of increased focus.

*Curricular Issues.* Curricula will continue to be revised and adapted to the new technologies. There will be a greater emphasis on Tech Prep and School to Work partnerships with high schools that incorporate more skill building into the curricula.

## **Strategic Priorities, Goals and Objectives**

### **Maximize opportunities for student success and goal attainment**

*Increase student success rate (transfer, graduated, retained)*

Implement the recommendations of the First Year Experience Task Force

Continue to implement the student retention plan

Strengthen college services and student support at Meriden Center

Follow up and assess implementation of academic advisement plan

Continue transfer and articulation initiatives with colleges and public schools

Continue review of the General Education component of the curriculum

Review course offerings to maximize course and program delivery

*Foster a student-centered culture that values diversity, growth, trust, teamwork, and individual contributions*

Assess status of the diversity requirement in the general education core

Continue to enhance campus life through student development programs and activities

**Expand opportunities to increase resources and improve educational services through partnerships including the MxCC Foundation**

*Forge educational, business, and community partnerships*

Continue to strengthen and increase relationships with business, community and educational organizations

Continue to enhance College presence in Meriden-Wallingford and shoreline areas

*Establish comprehensive workforce development and training programs*

Continue to develop new programs and certificates to meet local employment and training needs

*Increase enrollment in target programs*

Further implementation of one-college concept through internal college collaboration that facilitates partnerships and student learning

Continue to enhance and grow Business and Industry Services



*Increase support and income from community, corporate, and local, state and national government sectors*

Obtain support for special projects of the college with greater focus on private sector funding and grant funded initiatives

**Use and sustain state-of-the-art technology for instructional, academic support, and administrative purposes**

*Identify and implement appropriate use of technology to improve student learning*

Continue to strengthen and increase on-line and hybrid courses and program offerings

Increase use of on-line admissions, registration, and other student services provided over the web

Continue to advance the use of administrative and instructional technology

**Enhance human resources to promote excellence**

*Implement a comprehensive staff development program for full and part-time faculty and staff that focuses on teaching and learning, student services, technology, wellness and management/supervisory skill enhancement*

Identify professional development needs and develop programming

Continue to strengthen orientation for new faculty and staff

*Increase the diversity of faculty and staff*

Continue to implement Affirmative Action Plan working toward achievement of outlined goals

Continue efforts to recruit and retain minorities in all aspects of college life

**Assure institutional performance and accountability**

*Foster excellence through reflection and assessment for the improvement of learning and performance*

Continue implementation of the recommendations made by the NEASC evaluation team

Develop and Implement an Assessment Plan

Assess the learning outcomes of students and use the results to improve programs and services

Develop a facilities master plan that addresses College growth and community service

Continue to implement programs and service areas functional review

*Enhance the College's governance structure and processes*

Increase participation of faculty and staff in college governance

Continue implementation of organizational changes and modifications to existing structure to strengthen and support college operations and address budget requirements